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Helena, Montana 59601

1979 Annual Plan

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1979 Annual Program Plan for the
Administration of Vocational Education
Under Title II of the Education
Amendments of 1976, (P.L. 94-482)

Submitted by the State of MONTANA

Adopted by Montana Board of Public Education
(Name of State Board)

On June 12, 1978
(Date)

To be completed by the Office of Education:

Received by the Office of Education: June 30, 1978
(Date)

Effective date of State Plan: July 1, 1978
(Date)

Approval recommended: Charles H. Bussell
(Acting Deputy Commissioner for
Occupational and Adult Education)

Approved: Philip L. Bunn
(U.S. Commissioner of Education)

Date Approved: SEP 28 1978



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ANNUAL PLAN
FOR
VOCATIONAL EDUCATION
IN MONTANA
FY 1979

Prepared by
Office of Public Instruction
Georgia Rice, Superintendent
Vocational and Occupational Services
June, 1978

FISCAL YEAR 1979
ANNUAL PLAN
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CERTIFICATIONS

State of Montana
Office of The Governor
Helena 59601

THOMAS L JUDGE
GOVERNOR

January 3, 1977

Ms. Georgia Rice
Superintendent of Public Instruction
State Capitol
Helena, Montana 59601

Dear Superintendent Rice:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand however, that you will send to my office for information purposes only, a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,


THOMAS L. JUDGE
Governor

Certificate of Attorney General

State of Montana

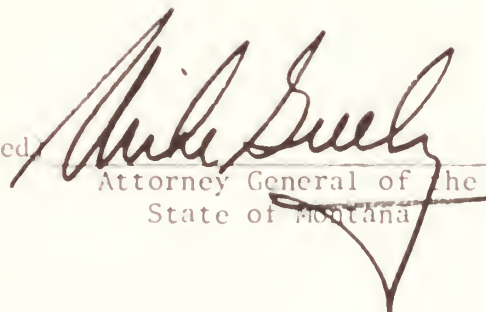
I hereby certify:

1. THAT the Board of Public Education is the State Board in this state within the meaning of Section 104(a)(1) of Public Law 94-482;
2. THAT said Board has the authority under State Law to submit the State Plan for the Administration of Vocational Education;
3. THAT said Board is the sole State agency responsible for the supervision of the administration of the foregoing State Plan;
4. THAT all of the provisions of the foregoing Plan can be carried out by the State and are consistent with State Law;
5. THAT the State Superintendent of Public Instruction has been duly authorized by the Board of Public Education to submit the foregoing State Plan and to represent said Board in all matters pertaining thereto.

6/26/78

(Date)

(Signed)


Attorney General of the
State of Montana

Certification by Board of Public Education

State of Montana

I hereby certify that the attached State Plan was adopted by the Board of Public Education on June 12, 1978.

The State Plan, as submitted, is construed as a planning document rather than specific program approval for the operation and administration of the state's program established pursuant to the Vocational Education Amendments of Public Law 94-482. All information and representations contained in the Plan have been coordinated with the agencies, councils and individuals as required by law and that the final adoption has been made by the Board of Public Education.

Board of Public Education

By:

Earl J. Barber

Chairman, Board of Public Education

June 12, 1978

(Date)



June 10, 1978

Mr. Earl Barlow, Chairman
Board of Public Education
c/o Browning Public Schools
Browning, MT 59417

Dear Mr. Barlow:

The State Advisory Council for Vocational Education has been consulted in the development of the Fiscal Year 1979 State Plan for Vocational Education. The Council was represented and participated on the planning group required by law. Representatives of the Council also attended several of the four public meetings held on the Plan. Previous to this letter Council members have submitted verbal and written statements on the Plan for consideration.

The Council will continue to study the Plan for possible recommendations for improvement of it toward the benefit of vocational education in Montana.

Sincerely,

Donald G. Archibald

DONALD G. ARCHIBALD
Council Chairman

William Korizek

WILLIAM KORIZEK
Planning Committee Chairman

Certification by Board of Public Education
of Involvement of Designated Agencies

The Board of Public Education certifies that representatives required in Section 107 (a) (1) of Public Law 94-482 have been afforded opportunity for involvement in formulation of the State Plan.

Five meetings were held as follows:

<u>Date</u>	<u>Location</u>
January 19, 1978	Helena, Montana
February 28, 1978	Helena, Montana
March 30, 1978	Helena, Montana
April 11, 1978	Helena, Montana
May 17, 1978	Helena, Montana

Board of Public Education

By:

Earl J. Barlow
Chairman, Board of Public Education

June 12, 1978
(Date)

Certification of State Planning Committee
for Vocational Education

State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we convened at five meetings during the development of the FY 1979 Annual Plan for Vocational Education in Montana and actively participated in said Plan.

Signature

Representing

Date

<u>Gene Downey</u>	<u>Mont Council of BVT Contr.</u>	<u>5/17/78</u>
<u>Don't Person</u>	<u>Mont Lib Assoc</u>	<u>5-17-78</u>
<u>Sally Moore</u>	<u>Mont. Library CFI</u>	<u>5-17-78</u>
<u>William C. Galt</u>	<u>Mont Lib Council to S.I.</u>	<u>5-17-78</u>
<u>Allen C. Garton</u>	<u>Mont. Int'l. Lib. Bd.</u>	<u>5-17-78</u>
<u>William C. Garton</u>	<u>Montana Vocational Assn</u>	<u>5-17-78</u>
<u>Warren Ross</u>	<u>Mont. Lib. Bd. Assn.</u>	<u>5-17-78</u>
<u>Barbara C. Kuntz</u>	<u>Montana Vocational Assn</u>	<u>5-17-78</u>
<u>James Golden</u>	<u>Office of Public Instruction</u>	<u>5-26-78</u>
<u>Arroe Rochelleau</u>	<u>Mont. Assn. School Admin.</u>	<u>6-1-78</u>
<u>James R. R.</u>	<u>Mont. Lib. & Lib. Assn.</u>	<u>6-7-78</u>
<u>Julie M. Myers</u>	<u>Montana Vocational Assn.</u>	<u>6-18-78</u>
<u>Theresa J. Galt</u>	<u>Mont. University System</u>	<u>6-26-78</u>
<u>William J. Lanna</u>	<u>Montana University System</u>	<u>6-26-78</u>
<u>Burnett H. J.</u>	<u>Governor's Employment & Training Council</u>	<u>June 78</u>

FISCAL YEAR 1979
VOCATIONAL EDUCATION STATE PLANNING COUNCIL

<u>Agency</u>	<u>Individual</u>
MT Private Schools Assn.	Howard Porter 2412 Ash Street Billings, MT 59101 248-5966 or 248-8850
Governor's Employment and Training Council	Bruce DeRosier Box 169, Capitol Station Helena, MT 59601 449-2787
School Administrators of MT	Larrae Rocheleau, Supt., Vice Chairperson Box 128 Thompson Falls, MT 59873 827-3561
Legislative Member	JoEllen Estenson 1200 University Helena, MT 59601 443-5118
Women's Advocacy	Sally Moore, Consultant Human Potential Development Office of Public Instruction Helena, MT 59601 449-2087
Montana Council of Vocational- Technical Center Directors	Gene Downey, Director Missoula Technical Center 909 South Avenue West Missoula, MT 59801 721-1330
Montana University System	Vernon Kailey, President Miles Community College Miles City, MT 59801 232-3031
	Dr. Warren Gardner Interim President Northern Montana College Havre, MT 59501 265-7821
	Bill Lannan Director of Special Projects Montana University System 33 South Last Chance Gulch Helena, MT 59601 449-3024

Office of Public Instruction	Jim Golden, Consultant Special Vocational Needs Office of Public Instruction Helena, MT 59601 449-2087
Advisory Council	William A. Ball, Exec. Director Montana Advisory Council for Vocational Education (MACVE) Box 4789 Helena, MT 59601 449-2013
Inter-Tribal Policy Board	Karen Fenton, Director Human Resources Development Program Confederated Salish & Kootenai Tribes Pablo, MT 59855 675-2700
MT School Boards Association	Warren Ross Chinook, MT 59523 357-2746
MT Vocational Association (4)	Dale L. Johnson Helena Vo-Tech Center 1115 Roberts Street Helena, MT 59601 442-0060
	Will Weaver, Chairperson Great Falls Public Schools Box 2428 Great Falls, MT 59403 791-2186
	Barbara Robertson Capitol High School 100 Valley Drive Helena, MT 59601 442-8600
	Julie Myers Hardin High School Hardin, MT 59034 665-1908
Alternate:	Clark Cleveland Hinsdale High School Hinsdale, MT 59241 364-2314 or 364-2288

Certification of Delegation by
Board of Public Education

The Board of Public Education, in accordance with State law, delegates the following duties and responsibilities to the Superintendent of Public Instruction as the Executive Officer for Vocational Education:

- (1) administer the vocational education policies adopted by the Board of Public Education;
- (2) prepare curriculum guides for Board adoption;
- (3) employ, with the confirmation of the Board, the professional staff necessary for the state supervision and administration of vocational education;
- (4) report the status of vocational education in the state of Montana when requested by the Board;
- (5) keep all vocational education records in the Superintendent's Office; and
- (6) provide vocational education supervisory and consultative assistance to districts.

R.C.M. 75-7703

Board of Public Education



Chairman, Board of Public Education

Certification of Equal Access

I hereby certify that the attached Fiscal Year 1979 State Plan for Vocational Education in Montana assures equal access to vocational education opportunities as required by Section 109 (a)(3)(B) of Public Law 94-482.

By

Lucy M. Maren
Consultant, Human Potential Development
Program

June 28, 1978
(Date)

Certificate of Public Hearing and Public Notification

State of Montana

I hereby certify that:

Notification of public hearings was made through advance press releases to:

14 television stations,
43 radio stations,
13 daily newspapers, and
80 weekly newspapers in Montana.

Public hearings on the Fiscal Year 1979 State Plan for Vocational Education were held as follows:

<u>Date</u>	<u>Time</u>	<u>Place</u>
May 30, 1978	7:00 p.m.	Havre, Montana
May 30, 1978	7:00 p.m.	Helena, Montana
May 30, 1978	7:00 p.m.	Miles City, Montana
May 30, 1978	7:00 p.m.	Missoula, Montana

Board of Public Education

By: Earl J. Barlow
Chairman, Board of Public Education

June 12, 1978
(Date)

CERTIFICATE OF ESTABLISHMENT
OF
STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
STATE OF MONTANA

I hereby certify that the State has established on September 22, 1977, a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161(b)(2), Vocational Education Act of 1963, as amended by P.L. 94-482.

The following persons have been selected to serve on the Montana State Occupational Information Coordinating Committee:

Fred Barrett, Administrator
Employment Security Division
Department of Labor and Industry

Bruce DeRosier, Executive Director
Governor's Employment and Training Council
Department of Labor and Industry

W. R. Donaldson, Administrator
Rehabilitative Services Division
Department of Social and Rehabilitation Services

Georgia Rice, Superintendent
Office of Public Instruction

6-28-78

(Date)

By:


(Signature)

Georgia Rice, Executive Officer

CERTIFICATION OF NOTIFICATION
OF NEED TO ESTABLISH
LOCAL ADVISORY COUNCILS

We, the Board of Public Education, certify that eligible recipients have been notified that they must establish a Local Advisory Council for Vocational Education in accordance with Section 105(g) of PL 94-482.

And further certify that each eligible recipient receiving assistance under PL 94-482 has established such councils.

Board of Public Education

By:

Earl J. Barlow

Chairman Board of Public Education

June 12, 1978

(Date)

GENERAL APPLICATION ASSURANCES

GENERAL APPLICATION

In accord with Section 434(b) of the General Education Provisions Act and Section 106(a) of Title I - Vocational Education of the Education Amendments of 1976 (P.L. 94-482), the State of Montana does, with this general application, provide the following assurance:

1. That the State of Montana will provide proper and efficient administration for vocational education through the Office of Public Instruction under the governance of the Board of Public Education.
2. That the Board of Public Education will cooperate with the Montana Advisory Council for Vocational Education in carrying out its duties pursuant to Section 105 of Public Law 94-482 and the Montana Planning Council for Vocational Education.
3. That the Board of Public Education will comply with any requests of the U.S. Commissioner of Education for making such reports as the Commissioner may reasonably require to carry out his functions as outlined in Public Law 94-482.
4. That funds will be distributed to eligible recipients in Montana on the basis of annual applications which:
 - A. Have been developed in consultation (i) with representatives of the educational and training resources available in the area to be served by the applicant and (ii) with the local advisory council required to be established by this Act to assist such recipients.
 - B. (i) Describe the vocational education needs of potential students in area or community served by the applicant, and indicate how, and to what extent, the program proposed in the application will meet such needs; and (ii) describe how the findings of any evaluations of programs operated by such applicant during previous years, including those required by Public Law 94-482, have been used to develop the program proposed in this application.

- C. Describe how the activities proposed in the application relate to manpower programs conducted in the area by the Governor's Employment and Training Council to assure a coordinated approach to meeting the vocational education and training needs of the area or community.
- D. Describe the relationship between vocational education programs proposed to be conducted with funds under Public Law 94-482 and other programs in the area or community which are supported by state or local funds;

And that any eligible recipient dissatisfied with final action with respect to any application for funds under Public Law 94-482 shall be given reasonable notice and opportunity for a hearing.

- 5. A. That the State of Montana shall, in considering the approval of local applications, give priority to applications which:
 - (i) Are located in economically depressed areas and areas with high rates of unemployment, (including the seven Indian reservations located within the state), and are unable to provide the resources necessary to meet the vocational education needs of those areas without federal assistance; and
 - (ii) Propose programs which are new to the area to be served and/or which are designed to meet new and emerging manpower needs and job opportunities in the field of energy and/or proposed programs at the postsecondary level in the field of coal mining and coal mining technology (including reservation based training programs).
- B. That the State of Montana shall, in determining the amount of funds available to those applicants approved for funding, base such distribution on economic, social and demographic data, obtained from those groups involved (where possible) which relates to the particular need for vocational education among the various populations (including reservation based native Americans) and within the various areas of the state (including the seven reservations) except that:

(i) The State will use as the two most important factors in determining this distribution (1) in the case of local educational agencies, the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low income families or individuals within such agencies and, (2) in the case of other eligible recipients, the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students and the relative number or concentration of students whom they serve whose education imposes higher than average costs, such as handicapped students, students from low income families, students from rurally isolated reservation communities and students from families in which English is not the dominant language.

(ii) The State of Montana will not allocate such funds among recipients declared eligible under federal and state guidelines on the basis of per capita enrollment or through matching of local expenditures on a uniform basis or deny funds to any recipient which is making a reasonable tax effort or financial contribution, solely because such recipient is unable to pay the nonfederal share of the cost of new programs.

(iii) Local applications will include total program budgets. State educational personnel will review budgets and approve certain excess costs* for reimbursement. A finalized expenditure report will be the basis for reimbursement.

*Excess Costs are defined as those costs which are over and above the normal operation of the program. Those costs are described as: Extended contract salary, Vocational Student Organization Adviser Stipend, Instructional supplies, Instructional minor equipment, Instructional travel expenses, Consultants' fees, Consultants' travel, Instructional equipment maintenance and repair, and Instructional major equipment.

- C. The State of Montana shall use the following funding formula to determine the amount of funds that will be allocated to approved vocational education projects:

<u>Category</u>	<u>Formula Factors</u>	<u>Weight Applied by State</u>	<u>Points Applied</u>					<u>Total Points</u>	<u>Possible Points</u>
			<u>High</u>				<u>Low</u>		
I	Relative Financial Ability	10	5	4	3	2	1		50
II	Concentration of Low Income Families	10	5	4	3	2	1		50
TOTAL POINTS									100

(i) The Funding Formula will use the adjusted effort factor method of computation in determining the local educational agency's relative ability to pay. The adjusted effort factor will be determined by utilizing the following formula.

Relative Ability to Pay Factor:

$$\text{Ability to pay} = \frac{\text{School District taxable valuation per ANB}}{\text{State average taxable valuation per ANB}}$$

A factor of one (1) or more indicates an ability to pay equal to or greater than the average.

Unadjusted Effort to Pay Factor:

$$\text{Unadjusted effort} = \frac{\text{District revenue from local sources per ANB}}{\text{Average revenue from local sources per ANB}}$$

A factor of one (1) or more indicates an effort to pay equal to or greater than the average.

Unadjusted effort factor: This factor is the ratio of the "unadjusted effort to pay factor" to the "relative ability to pay factor" and indicates whether the district's effort to pay is greater or lesser compared to the average of all school districts in the state.

$$\text{Adjusted Effort Factor} = \frac{\text{Unadjusted effort to pay factor}}{\text{Relative ability to pay factor}}$$

A factor of one (1) or more indicates an adjusted effort to pay equal to or greater than the average.

- (a) The data used in the formula for the adjusted effort factor will be updated annually and will be taken from the Annual Report of County Superintendents submitted for each school district to the Office of Public Instruction.
- (b) The five area Vocational Centers and Community Colleges will be considered to have the same relative ability to pay as the State average.¹
- (c) Units of the Montana University System² and State Institutions³ will be considered on an individual project basis.

Adjusted Effort Factor Point Conversion

1.50 and above effort.....	5 points
1.11 - 1.49 effort.....	4 points
.90 - 1.10 effort.....	3 points
.50 - .89 effort.....	2 points
.01 - .49 effort.....	1 point

¹The five Postsecondary Vocational-Technical Centers are charged with the responsibility of providing vocational-technical education to. . . . "any person who qualifies as a postsecondary vocational-technical pupil except that pupils who qualify as residents of the State of Montana will be given priority in case enrollment limitations are caused by resource limitation." (R.C.M. 1947, 75-7712)

"A Community College district shall provide instruction, classes, school or schools for student residents within the community college district in academic, occupational and adult education, subject to the approval of the regents. The board of trustees of such district may in their discretion determine the per capita cost of such courses, file the same with the regents and upon approval thereof by the regents shall require of all nondistrict residents who are accepted as pupils, a tuition fee in such sum as may be necessary for maintenance of such course or courses." (R.C.M. 1947, 75-8122)

²"DISTRICT AUTHORIZATION TO ESTABLISH AND MAINTAIN VOCATIONAL EDUCATION COURSES AND PROGRAMS. The trustees of any district, community college district, or unit of the Montana university system may establish and maintain a vocational education course or program that complies with the vocational education standards adopted by the board of education. In order for a course or program to be eligible for state or federal financing, it shall be approved by the board of education." (R.C.M. 1947, 75-7704)

(ii) The Funding Formula will give due consideration to the relative number or concentration of low-income families or individuals within such agencies. The following scale will be used to determine the point value of this factor for each school district:

<u>Points</u>	<u>Percent of Families by County with Income below Poverty Level⁴</u>
5	16.1 percent and above
4	13.0 - 16.0 percent
3	10.6 - 12.9 percent
2	8.0 - 10.5 percent
1	.1 - 7.9 percent

(iii) The total point value of categories I and II may then be computed by multiplying the point value of each category by a weight of ten. The total possible points for each category is fifty.

Each local vocational program will be rated according to the above categories, and those with a high point total will be given a higher priority for funding. Those local vocational programs having a low point total will receive a lower priority of funding. Assigned funding percentages will be determined according to the following scale:

	HIGH										LOW
Assigned point rating -	100	90	80	70	60	50	40	30	20	10	0
Percentage of funding -	100	90	80	70	60	50	40	30	20	10	0

EXAMPLE: A local program with an assigned point rating of 70 would receive 70 percent funding of approved excess costs according to the above weighted criteria system. A local application which has an assigned point rating will receive funding as applicable to the nearest

³DUTIES OF BOARD OF EDUCATION. The board of education shall be the governing board of the state of Montana for vocational education. The board of education shall adopt policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, co-ordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the board of education policies shall include: . . . (8) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education. (R.C.M. 1947, 75-7702)

⁴This scaling is subject to change based on new data.

percentage point. Thus, an application receiving an assigned point rating of 55 would receive 55 percent funding. Applications which receive assigned point ratings of less than five will receive no reimbursement. All percentage ratings for funding are applicable only to the degree that federal and state funds are available to Montana. All rates of support will be proportionately reduced for all programs by applying the formula percentage available, if funds are inadequate for support at the above rate.

6. The Board of Public Education will use federal funds made available under this Act to supplement and, to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the Act and in no case will supplant such state or local funds. (The compliance with 104.222(d) is reflected in Figure 9 and Tables IV, V, VI, VII, VIII, IX, and X under Annual Goals, Enrollments, and Allocations.)
7. Montana will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for federal funds paid to the State (including funds under this Act paid to eligible recipients by the State).

Each state-level vocational program area consultant will review secondary and postsecondary applications to determine that past funding levels have been maintained. Secondary and postsecondary funding efforts will be summated to determine the overall level of maintenance of effort for vocational education in Montana.

Program applications will be reviewed by state vocational program area consultants to determine that each meets approval criteria. Each approved project will submit a reimbursement claim with itemized actual expenditures near the closing of each academic year. Each program's expenditures will be verified by state educational personnel. Verified actual expenditures will then be compared with expenditures of previous years to determine that effort has been maintained on a per student or aggregate basis. As eligibility is determined, the formula factors will be computed and a point rating will be assigned. The formula will then be applied to all eligible vocational programs and programs will receive reimbursement twice each calendar year.

8. The funds received under this Act will not be used for any program of Vocational Education (except personnel training programs under Section 135, renovation programs under Sub Part 4 of Part B, and Consumer and Homemaking programs under Sub Part 5 of this Act) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice regardless of sex. As an integral part of a program of orientation and preparation,

and for purposes of this section, the term "significant assistance" shall be defined to mean: Programs to assist students (including the disadvantaged and the handicapped) in identifying and developing individual aptitudes, interests, abilities, skills, experiences, aspirations, and any other considerations that relate to choosing an occupation.

9. Montana has instituted policies and procedures to insure that copies of the Five Year Plan for Vocational Education, Annual Program Plan, Accountability Report, and all statements of general policies, rules, regulations, and procedures issued by the Board of Public Education and by any state agencies to which any responsibility is delegated by the Board of Public Education concerning the administration of such plan will be made reasonably available to the public.
10. The funds used for purposes of Section 110(a) are consistent with the State Plan submitted pursuant to Section 613(a) of the Education of the Handicapped Act.
11. The Board of Public Education assures that it will cooperate with the Administrator of the National Center for Educational Statistics, HEW, in supplying and complying on its report with the information elements and definition requirements as specified in Section 161(a) of the Act.
12. The Board of Public Education assures that students served by Indian Tribal organizations receiving funds under the Commissioner's discretionary programs, under the authority of the Act, shall be eligible to participate in vocational education programs administered by the Board of Public Education.
13. Where appropriate, the State Board of Public Education will give special consideration to outlying districts removed from major population centers to assure that equality of educational opportunity exists through quality vocational education programs for persons living in remote and sparsely populated areas.
14. The State Board of Public Education assures that state and local funds applied to matching and maintenance of effort requirements will meet the same conditions and requirements as federal funds, and that in-kind contributions shall not be used as part of the state's matching and maintenance of effort requirements.

Public Hearing and Information

Public Hearings

An annual meeting will be called by the Board of Public Education to consider proposed modifications of the Montana Fiscal Year 1979 Annual Plan for Vocational Education and all statements of general policies, rules, regulations, and procedures. Proposals for modification may proceed from the Superintendent of Public Instruction, the Montana Advisory Council for Vocational Education, local educational agencies, local advisory committees interested agencies, population groups, and individuals.

Public Information

Dissemination of Information

A minimum of three hundred fifty (350) copies of the Montana Fiscal Year 1979 Annual Plan for Vocational Education and an equal number of statements of general policies, rules, regulations, and procedures issued by the Montana Board of Public Education concerning the administration of the Annual Plan will be distributed to interested agencies, organizations and individuals, such as:

- Montana Advisory Council for Vocational Education;
- Local educational agencies;
- Postsecondary vocational-technical centers;
- Community colleges;
- Four-year colleges and universities;
- Staff of the Office of Public Instruction;
- Montana Employment Security Commission:
- Department of Planning and Economic Development;
- Department of Social and Rehabilitation Services;
- Office of Economic Opportunity;
- Community Action Programs;
- Model Cities Agency;
- Governor's Employment and Training Council;
- Commissioner of Higher Education;
- Department of Institutions; and
- Indian representatives.

To insure public understanding of the Annual Plan for Vocational Education, regional public hearings will be held to inform participants about the plan, amendments to the plan, changes in policies and procedures, and to discuss implications of the Act for implementing and conducting Vocational Education programs. All vocational education personnel in the Office of Public Instruction are well-versed in the State Plan and are available to help any individuals with questions concerning the plan.

Opportunity for Hearings on Local Applications

The following procedures are established whereby any local educational agency dissatisfied with final action upon an application for federal funds for vocational education will be given notice of, and the opportunity for, a hearing upon such action.

- A. The Superintendent of Public Instruction shall promptly notify, in writing, any local educational agency which has submitted an application for federal funds for vocational education of the action taken upon the application. If the action is unfavorable, the Superintendent of Public Instruction shall also inform the local educational agency of the reasons for such action and of procedures for reconsideration.

B. Within twenty days of the receipt of notification by the Superintendent of Public Instruction, a local educational agency which is dissatisfied with the final action upon its application may request a hearing for reconsideration of the action. The request shall be addressed to the Board of Public Education and sent to the Superintendent of Public Instruction. The request shall contain:

1. A brief statement of the reasons, which may include the facts and law, for which the local educational agency believes the action should be altered;
2. A list of documents which the local educational agency intends to produce at the hearing; and
3. A list of the names and addresses of witnesses which the local educational agency intends to examine at the hearing.

Except upon a showing of good cause for the omission, witnesses or documents which are not listed shall not be allowed to testify or be introduced at the hearing.

C. The Superintendent of Public Instruction shall acknowledge, in writing, receipt of the request for hearing within ten (10) days and place the matter on the agenda of the next regular meeting of the Board of Public Education. Not less than thirty (30) days before the next regular meeting of the Board of Public Education, the Superintendent of Public Instruction shall notify the local educational agency of the date, time and place of the meeting in writing.

If a hearing at the next regular meeting of the Board of Public Education would impose an unusual hardship upon the local educational agency, the agency may petition that the hearing be held at the following regular meeting of the Board of Public Education after the meeting slated in the notice by the Superintendent. Upon receipt of the petition, the Superintendent of Public Instruction shall remove the local educational agency's request from the agenda of the next meeting and notify the local educational agency of the time, date and place of the following meeting in a timely manner. Only one such extension of time shall be granted.

D. No later than ten (10) days before the date of the meeting, the local educational agency shall submit a statement in support of the reasons in (B)(1).

E. The Board of Public Education shall reconsider action at the time, date and place contained in the notice. The Board shall:

1. Regulate the course of the hearing;
 2. Receive evidence for and against the final action;
and
 3. Make rulings upon any motions relevant to the final action.
- F. At the hearing, the local educational agency shall bear the burden for supporting its application. Subject to the power of the Board of Public Education to regulate the conduct of the hearing, the order in which the matter will be presented is as follows:
1. Statement by the local education agency describing its application, the final action of the Board of Public Education, the reasons for the action, and the reasons for which the local educational agency seeks reconsideration, followed by testimony and evidence, if any, in support of the reasons for reconsideration.
 2. Statement, testimony and evidence, if any, in support of the final action of the Board of Public Education; and
 3. If a statement, testimony or evidence is offered in support of the final action, rebuttal by the local educational agency will be permitted.
- Although local educational agencies should make the fullest presentation to the Board of Public Education, strict adherence to trial-type procedures is not required, and an agency may make an informal presentation to the Board. It is suggested the presentations be relevant, clear and brief, and that the presentation of irrelevant or redundant materials be avoided.
- G. Any person or party appearing at the hearing may be accompanied, advised and represented by counsel of their choice. Counsel may be an attorney-at-law. This does not obligate the Board of Public Education to provide counsel or bear the expense of counsel for a person or party.
- H. After the hearing, the Board of Public Education shall consider the application and decide the matter based on the testimony, exhibits, and other materials filed with the Board. The decision shall be in writing and shall include reasons or findings of fact and conclusions of law. Not later than ten (10) days following the decision, the Superintendent of Public Instruction shall send the decision to the local educational agency.

- I. The record of the hearing shall consist of a transcript of the testimony, the exhibits and all other papers filed in the proceedings. Copies of the record will be provided upon request of a party and upon the payment of the cost of reproducing the record.
- J. If any local educational agency is dissatisfied with the final action of the Board of Public Education with respect to its application for grant of vocational education, the local educational agency may, within sixty (60) days of the decision or notification of the final action, whichever is later, file with the United States Court of Appeals for the Ninth Circuit a petition for review of the final action.

Vocational Education Under Contract

Any local educational agency which is operating under an approved local vocational education plan and which receives support under P.L. 94-482, may contract with any private postsecondary institution to carry out specific student training objectives. Before the local educational agency may enter into such contracts they must demonstrate that:

- (1) The private postsecondary institution can provide:
 - (a) Substantially equivalent training at a lesser cost; or
 - (b) Training not available to students enrolled in the local public education agencies.
- (2) The proposed contract is in accord with state and local law;
- (3) The contract institution will meet the same standards as are required for the local education agency.

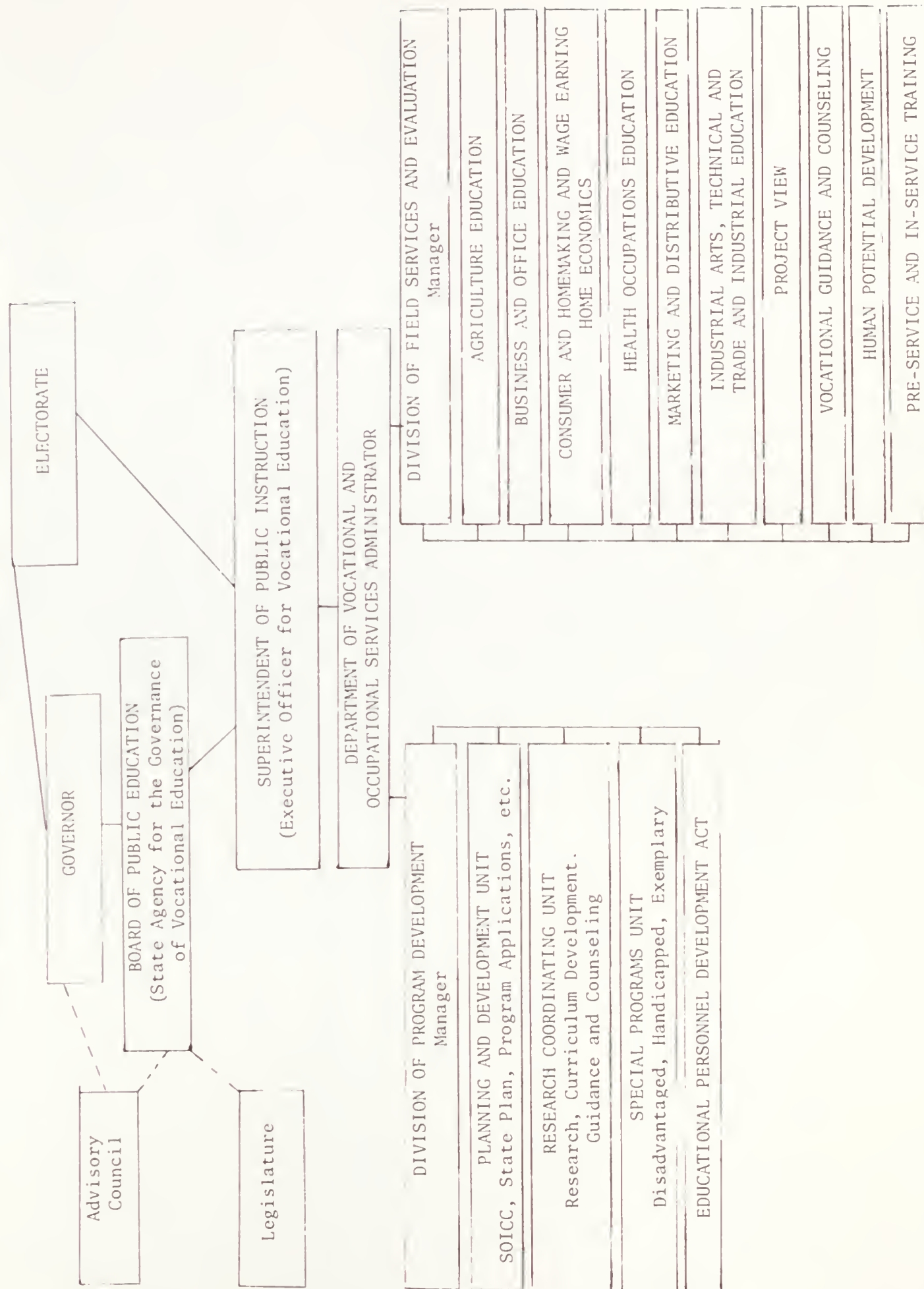
Any other agency, tribe or institution may submit a local plan for vocational education which may include a request for vocational education support under P.L. 94-482. All requirements for submission of a local plan as expressed in this State Plan must be met. However, in addition, the other agency, tribe or institution must demonstrate that:

- (1) The institution can provide substantially equivalent training at a lesser cost, or that training is unavailable in other public institutions within a reasonable geographic distance;*
- (2) The contracted institutions will be conducted as part of state vocational education programs, meet the same standards and constitute prudent use of funds; and
- (3) Contract will be reviewed annually by the Office of Public Instruction.

*Programs run by the Department of Institutions will be exempt from this provision.

ORGANIZATIONAL CHART

STATE ADMINISTRATION ORGANIZATION CHART FOR VOCATIONAL EDUCATION IN MONTANA



INTRODUCTION TO ANNUAL PLAN FOR VOCATIONAL
EDUCATION IN MONTANA

INTRODUCTION TO FISCAL YEAR 1979 ANNUAL PLAN FOR VOCATIONAL EDUCATION IN MONTANA

The following Annual Plan should be viewed as a guide to the development and maintenance of vocational education opportunities in Montana. It is the product of many individuals representing a broad spectrum of vocational experiences and has been developed to be utilized as a tool by educators in meeting the vocational education needs of Montana.

PHILOSOPHY

The Board of Public Education is concerned with the development of the total person preparing for a multiplicity of roles in our contemporary society.

The Board believes that the dignity of work should be emphasized in all aspects of vocational education and is concerned with providing education and training opportunities compatible with employment needs to individuals entering the employment community. Vocational education is also dedicated to serving students who wish to explore and to learn new skills for useful and gainful employment and persons who seek to upgrade their occupational competencies.

A goal of the Board is to establish a system of vocational education which contributes to a relevant, coordinated, statewide program of basic quality education to meet the vocational needs of the people of Montana. The Board recognizes and will seek to cooperate with other institutions which serve the vocational needs of our citizens. Further, the Board will strive for participation of all Montana citizens in planning, implementing, monitoring, and evaluating the system.

STATE ADMINISTRATION

The organization chart which precedes this section outlines state administration of vocational education in Montana. The Board of Public Education is a constitutionally established board whose members are appointed by the Governor. By statute, the Board is vested with overall responsibility for formulating the policies which govern vocational education. (Refer to Appendix A for a compilation of those policies.) The Superintendent of Public Instruction is the Executive Officer of Vocational Education as required by Section 75-7703 of the 1971 School Laws of Montana. (Refer to Appendix A for a compilation of administrative procedures to be followed by the Office of Public Instruction.)

"75-7703. Duties of superintendent of public instruction as executive officer. The superintendent of public instruction shall be the executive officer of the board of (public) education for the administration of all state and federal laws related to vocational education. As the executive officer, the superintendent of public instruction shall:

- (1) administer the vocational education policies adopted by the board of (public) education;
- (2) prepare curriculum guides for board of (public) education adoption;
- (3) employ, with the confirmation of the board of (public) education, the professional staff necessary for the state supervision and administration of vocational education;
- (4) report the status of vocational education in the state of Montana when requested by the board of (public) education;
- (5) keep all vocational education records in the superintendent's office; and
- (6) provide vocational education supervisory and consultative assistance to districts."

POSTSECONDARY VOCATIONAL TECHNICAL CENTERS

"Postsecondary vocational-technical centers shall be designated by the board of (public) education only upon direction of the legislature."¹
The following schools are currently the only legislative-designated postsecondary vocational technical centers in Montana.

1. Billings Vocational-Technical Center
Billings, Montana
2. Butte Vocational-Technical Center
Butte, Montana
3. Great Falls Vocational-Technical Center
Great Falls, Montana
4. Helena Vocational-Technical Center
Helena, Montana
5. Missoula Vocational-Technical Center
Missoula, Montana

The postsecondary vocational-technical centers primarily attempt to prepare students for entry-level employment, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level.

¹Section 75-7703, R.C.M. 1947.

OTHER VOCATIONAL EDUCATION PROGRAMS

Other vocational education programs are held in units of the university system, community colleges, and through established divisions of the Department of Institutions. The State Board of Public Education assures that state and federal vocational education funds are utilized for instructional programs only in the above institutions.

APPRENTICESHIP PROGRAMS

Section 104.515 does not apply. Apprenticeship programs are not funded through the State Board of Public Education but are funded through the local joint apprenticeship councils with total local funding support. Figures IV through X "Adult" represent local Adult Education programs without state or federal funding.

STANDARDIZATION

The 45th Montana Legislature instructed the Board of Public Education and the Office of Public Instruction to develop procedures for the standardization of budgeting and reporting systems at the five post-secondary vocational technical centers in Billings, Butte, Great Falls, Helena and Missoula. This new standardization system will become largely operationalized during fiscal year 1979.

The Office of Public Instruction developed master plans for postsecondary and secondary vocational education which were reviewed and accepted by the Board of Public Education. The master plans describe standardized systems for ten individual areas: budgeting, accounting and reporting, FTE allocation, program titles and options, vocational courses, needs assessment, student reporting and followup, student contact hours, equipment inventory, and student catalogues and bulletins. (See Appendixes H and I)

A standardized budgeting system was developed and operationalized in fiscal year 1978 and resolves accuracy and consistency needs as well as providing a simple method for comparison of individual center budgets. All costs have been linked in proportion to individual vocational training programs. The following chart outlines seven budget areas and their minimum or maximum percentages of the total budget allowed by the Board of Public Education.²

<u>Category</u>	<u>Minimum %</u>	<u>Maximum %</u>
Administration and Supervision		9%
Instruction	60%	
Multi-Media Resource Center		3%
Student Services		7%
Plant Operation		12%
Fixed Charges	OPEN	
Capital Outlay	OPEN	

²These percentages are open to adjustment by the State Board of Public Education annually.

A standardized accounting and reporting system was developed and operationalized in fiscal year 1978 and will be refined through computerization during fiscal year 1979. The system was developed by Northwest Labs and utilizes the Board of Public Education approved list of programs and program options as its key. Only approved programs will be considered for funding. All enterprise, special federal (such as CETA), and miscellaneous funds will be reported and accounted for within this system.

A system for determining the number of FTE's (Full-Time Equivalents) for each center at the administrative, instructional, support staff, and student levels was developed and operationalized during fiscal year 1978. All FTE's at the centers are now calculated on the same basis and can be compared from center to center. (Refer to Appendix A - Administrative Procedures for a list of definitions.)

A standardized list of program titles and options was developed through a joint effort between the Office of the Commissioner of Higher Education and the Office of Public Instruction. The brochure which was developed, graphically outlines the location, title, length of program, and options available for each vocational program at the three community colleges, Northern Montana College, and the five vocational-technical centers in Montana.

A curriculum guide for the standardization of vocational courses is currently in the planning stage. This effort will constitute a major step toward articulation of curriculum between secondary and postsecondary levels of vocational education in Montana.

A needs assessment instrument is currently being developed through a contract with an administrative staff member of the Missoula Vocational Technical Center. The instrument will be utilized in validating all current and new programming requests at the centers. A pilot test will be conducted prior to June 30, 1978, to gather occupational information data on four vocational programs currently in operation at postsecondary vocational-technical centers:

1. Farm and Ranch Management -- statewide survey
Billings Vocational Technical Center
2. Education Assistant -- statewide survey
Missoula Vocational Technical Center
3. Radio and Television Repair -- statewide survey
Helena Vocational Technical Center
4. Licensed Practical Nurse -- geographical area survey
Butte Vocational Technical Center

The results of this pilot test will be used to establish a permanent needs assessment system for postsecondary vocational education programs in Montana.

Existing employers who have hired program completers in past years will be contacted as well as potential employers of future completers. Data collected from these surveys will be validated and supplemented with data collected by the Employment Security Division of the Montana Department of Labor and Industry. Unnecessary duplication of effort will be eliminated, and the validity of data strengthened through coordinated efforts.

Three groups of agencies and committees have been identified as needing information from the postsecondary vocational-technical centers. Group A consists of the House Appropriations Committee, Senate Finance and Claims Committee, the Joint Interim Subcommittee on Education, their three staffs, and the Office of Budget and Planning in the Executive branch. Group B includes the state-level administrators of vocational education: Board of Public Education, Advisory Council for Vocational Education, and the Office of Public Instruction. Group C includes the local Boards of Trustees and center administrators. A survey of these groups will be made to compile an inventory of needed management information, to determine the areas of data that are commonly requested, and to reduce the various methods for gathering information. The end result is expected to be a standardized reservoir of valid data available to all interested parties which will eliminate duplication, miscommunication, and lack of information and substitute a base for sound decision-making.

Information from these systems will be included in the Fiscal Year 1980 Annual Plan for Vocational Education.

FUNDING FOR HANDICAPPED, DISADVANTAGED AND SECONDARY PROGRAMS OF VOCATIONAL EDUCATION

Federal funds designated by Public Law 92-482 for programs to meet the needs of disadvantaged and handicapped students will be distributed by individual program on the basis of need. Other special categories of funding, such as Section 130 - Supportive Services - and Section 140 - Special Disadvantaged - will also be available by application for programs at all educational levels.

In order to comply with the maintenance of effort at secondary level requirement in Section 107(b)(3)(A) of Public Law 94-482, remaining Section 120 funds and all Section 150 funds will be assigned to vocational education programs established through a secondary local educational agency in fiscal year 1979.

The process for distributing these funds is fully described on pages 14 through 21 of the General Application.

SOURCES OF STATE FUNDS

State support for vocational education programs at the secondary level is comprised of the general fund allocation (Refer to Figure 4) and the State Foundation Program (Figure 5).

Figure 4

<u>House Bill 145/45th Montana Legislature</u>				
	1978		1979	
	<u>General*</u>	<u>Appropriated**</u>	<u>General</u>	<u>Appropriated</u>
Five Vocational Technical Centers	\$3,435,682	\$1,700,256	\$3,607,039	\$1,772,147
Secondary and Other Vocational Education	494,943		247,472	
		(Not specified in HB 145)***		(Not specified in HB 145)***

*General--State general funds appropriated.

**Appropriated--Federal, student fees and local millage funds appropriated.

***HB 145. Section 7. Other appropriated funds. Unless otherwise indicated herein, the appropriations made under the column heading, "Other Appropriated Funds," are from funds within the earmarked revenue fund, the federal and private revenue fund, and the revolving fund that accrue under provisions of law to the expending agency.

Figure 5

Increased State Funds from Foundation Program to
High School to Support Vocational Education

Known:	1.	High School ANB	1976-77	57,967
	2.	High School F. P.	"	54,149,892
	3.	High School State Permissive	"	6,330,218
	4.	Maximum General Fund Budget Without a Vote Raised		7%
	5.	The number of high school students in vocational programs for 1976-77 are 24,860 (6,215 FTE).*		
Assumed:	1.	The ANB for high schools in 1977-78 will be the same as in 1976-77.		
	2.	The number of students in vocational education will remain at the same ratio of ANB as they were in 1976-77.		
	3.	The amount of state permissive funds paid to high school districts will also raise by 7%.		
	4.	While most vocational education classes run from 1 to 2 hours in length, we will use 1½ hours in a 6-hour school day as our norm.		
	5.	The vocational education programs in the high schools receive their portion of state funds on the basis of the time ratio: 1.5/6.0 of the funds to each ANB for those ANB engaged in vocational education programs.		

*This is the unduplicated count including only those partially
funded with state funds.

It is important to note that the foundation program was increased to \$140,711,170 for fiscal year 1978, an 11.8 percent increase from the \$125,813,927 appropriated for fiscal year 1977. This resulted in an increase of \$471,555 for vocational education at the secondary level. This amount was determined by the process outlined in Figure 6.

Figure 6

CALCULATIONS:

$$\frac{\$54,149,892 \text{ F.P.} + \$6,330,218 \text{ Perm.} + \$1,043.35 \text{ Per ANB in 1976-77}}{57,967 \text{ ANB}}$$

$$\$1,043.35 \times 0.07 = \$73.03 \text{ raise per H.S. ANB for 1977-78}$$

$$\frac{24,860 \text{ (Vo-Ed Students)}}{1.5 \text{ (hours)}} \times \frac{x}{6.0} = 6,215 \text{ F.T.E.}$$

$$6215 \text{ F.T.E.} \times \frac{187}{180} = 6457 \text{ ANB}$$

$$6457 \times \$73.03 = \$471,555$$

Fy 1978 1st Year - \$471,555 new state support dollars to vocational education high school programs.

$$\$1,043.35 + \$73.03 = \$1,116.38$$

$$\$1,116.38 \times 0.07 = \$78.15$$

$$6,457 \times \$78.15 = \$504,615$$

FY 1979 2nd Year - \$504,615 new state support dollars to vocational education high school programs.

MAINTENANCE OF EFFORT

The 45th Legislature allocated state support for vocational education programs at all levels of education. Sources of state support for fiscal year 1979 are outlined in Figure 7. A comparison of federal funds for secondary programs is provided in Figure 8.

Figure 9 outlines the breakdown of the allocation of federal funds by purpose. (Refer to Section 120 - Funding by Purpose for a detailed description of projected funding for vocational education programs.)

FORWARD FUNDING

See Appendix J for a discussion of Forward Funding.

MANAGEMENT INFORMATION AND MANPOWER SYSTEM

During fiscal year 1978, emphasis was placed on developing fiscal management systems to insure timely and accurate information. Additionally, standardization at the state's five postsecondary vocational-technical centers received major emphasis.

Major efforts will be directed toward organizing a comprehensive program data basis in fiscal year 1979. It is anticipated this will be accomplished through revision of the local application to simplify requirements and provide compatibility with present data processing capabilities.

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The Montana SOICC is a four-agency agreement entered into by Office of Public Instruction, Employment Security Division, Governor's Employment and Training Council, and Department of Social Rehabilitation Services. This agreement was approved and money allocated by NOICC in Washington, D.C.

In accordance with Education Amendments Act of 1976, P.L. 94-482, Montana SOICC will attempt to improve data collection systems in vocational education and to coordinate occupational supply and demand information in order that the state can determine what types of programs to implement. Improved information will provide vocational education and manpower program planners the tools for better coordination between programs.

EVALUATION

Introduction

The Montana Office of Public Instruction (OPI) will be addressing evaluation through three methods: (1) annual program self-evaluations; (2) periodic state consultant review of programs; and (3) outside team evaluation of vocational education programs.

Purpose of Evaluation

The Montana system is designed to provide local districts and the OPI with a means of determining the status and needs of their Vocational Education programs and to provide an overview of key program functions.

Description

The system is carried out at the secondary, post-secondary and adult levels. The annual self-evaluation in all programs is a method used to meet the Five-Year Plan requirements. The outside team evaluations or a periodic state consultant review of each approved vocational program will be conducted at least once in a five-year cycle to meet the regulations of the 1976 amendments.

Substance

The two page self-evaluation instrument measures whether programs are meeting their stated objectives. Information is collected across all programs according to twenty elements, such as: responsibilities of the program advisory committee, sex equity, instructor qualifications, curriculum, funding, facilities and equipment, existence of planned follow-up procedures and use of evaluation information for program improvement.

Each element is rated on a scale from 0 to 5. A rating of five (5) on an item indicates excellence and a zero (0) indicates nonexistence of criteria to base judgment. The instrument includes space for written comments for each element. A more comprehensive instrument is used in the on-site team evaluation.

Procedures

Teachers evaluate within their own program areas, and submit the self-evaluation to the OPI. The OPI audits the self-evaluation during an on-site visit by the state program consultant.

The on-site team visit may be carried out in one of two ways. Whenever possible, visits are coordinated with those of the Northwest Accreditation Association. The OPI appoints additional members to the NW visitation team, and uses NW criteria plus state instruments as supplements. A schedule of one evening followed by two full days is usual.

Alternatively, the OPI conducts independent evaluations in schools not covered with Northwest, using OPI instruments and limiting the visitation to one day.

In each vocational evaluation, team members may consist of a representation from the following: Office of Public Instruction vocational education consultant, vocational education teacher educator, vocational education teacher from a similar program, local advisory committee members. In addition, monitoring may occur by members from the State Advisory Council for Vocational Education, the Board of Public Education and Legislative members. When members of the State Advisory Council participate in a team evaluation, they may also work with local Advisory Committee members to assist them in their role.

The team evaluation instrument will include evaluative criteria in each of the following areas: administration and supervision, advisory committee, personnel, curriculum and instruction, program development and planning, instructional materials and supplies, equipment and space, program evaluation, student evaluation, public relations, youth organizations, cooperative work experience, placement and follow-up, elimination of sex role stereotyping.

Uses and Dissemination of Information

On completion of a program team evaluation, a written report is sent to the Local Education Agency (LEA), State Advisory Council, and the program consultants in the OPI. The reports are used to improve the quality of existing vocational programs and for future planning.

During FY 1979 the State Advisory Council and the vocational staff in the Office of Public Instruction will work cooperatively in planning and coordinating all evaluations. Final team evaluation reports will be shared with the State Advisory Council.

LOCATIONS OF ANTICIPATED VOCATIONAL EDUCATION EVALUATIONS FOR FY 79*

Billings West**	Plains
Charlo	Polson
Denton	Red Lodge
Florence-Carlton	Saco
Great Falls Russell**	St. Ignatius**
Great Falls Senior High**	Scobey**
Hot Springs	Shelby
Jordan**	Stevensville
Lewistown	Three Forks
Lodge Grass**	Townsend
Malta	Troy
Medicine Lake	Whitehall
Missoula Hellgate**	Whitefish**
Missoula Sentinel**	Wibaux
Phillipsburg	

*These are formal outside team evaluations.

**These evaluations will be conducted in conjunction with Northwest Association of Schools.

Figure 7 -- SOURCES OF SUPPORT FOR FISCAL YEAR 1979

	<u>FEDERAL</u>	<u>STATE</u>	<u>LOCAL</u>	<u>TOTAL</u>
1979 - Projected - Vocational Education Appropriation (secondary, centers, administration)	\$2,340,960.00	\$6,885,718.81	\$5,907,106.00	\$15,133,784.81
Also includes:				
Community Colleges (65/35)		227,165.06		
Northern Montana College		527,147.95		
University Units		199,660.00		
State Tax for Centers		483,200.00		
Foundation Program		976,170.00		
State Earmarked Revenue		144,754.00		
Firefighter		140,421.00		
State Institutions		206,906.82		
Specific Appropriation		4,151,869.00		

Figure 8

SECONDARY FEDERAL FUNDS

	<u>FY 1975</u>	<u>FY 1976</u>		<u>FY 1978</u>	<u>FY 1979</u>
Basic Grant, Part B	1,705,379	1,683,661	Sub Part 2	1,675,303	1,675,303
Secondary Expenditures, including carryover Part B	764,226	567,285	Secondary Expenditures, including carryover Sub Part 2	748,914	568,427

SOURCES OF FUNDS FOR SECONDARY FROM 1978-1979 BASIC GRANT

<u>1978</u>	<u>1979</u>
-------------	-------------

1977 Carryovers

102b disadvantaged	46,028.94
Disadvantaged	70,113.21
Handicapped	108,120.00

1978 Funds

Handicapped	167,531.00
Disadvantaged	335,061.00
Sub Part 2	<u>22,060.00</u>

1979 Funds

Handicapped	168,245
Disadvantaged	336,490
Sub Part 2	<u>63,693</u>
	568,428

Figure 9

Fiscal Year 1979 Allocation of Federal Funds by Purpose

	<u>Sub Part 2 Instructional Programs</u>	<u>Sub Part 3 Support Services</u>	<u>Total</u>
Disadvantaged Programs	\$ 336,490	\$ 84,122	\$ 420,612
Handicapped Programs	168,245	42,061	210,306
Postsecondary	885,019	-0-	885,019
Sex Bias Requirement	50,000	-0-	50,000
State Administration	180,000	45,000	225,000
Secondary Allocation	65,695	-0-	65,695
Displaced Homemakers	1,000	-0-	1,000
Guidance Services	-0-	84,122	84,122
Research)			
Exemplary)			
Curriculum Development)			
Teacher Training)	-0-	165,307	165,307
Sub-total	1,682,447	420,612	2,103,059
Sub Part 4 Special Programs for the Disadvantaged			78,008
Sub Part 5 Consumer & Homemaking			159,893
1/3 to depressed areas		(55,298)	
GRAND TOTAL			2,340,960

ALLOCATION OF FUNDS BY PURPOSE

The allocation of state and federal funds by purpose represented in this Annual Plan substantially complies with the allocations represented for fiscal year 1979 in Montana's Five Year Plan for Vocational Education. Slight variations (less than \$2,000) are apparent between the Annual Plan and the Five Year Plan in the allocation of federal funds. This variation is the result of new allocation calculations provided by the U.S. Office of Education for fiscal year 1979.

Montana's Forty-Fifth Legislature appropriated all state vocational education funds for fiscal years 1978 and 1979. The fiscal year 1979 appropriations, as reflected in Montana's Five Year Plan, have remained substantially as reported.

DEMOGRAPHIC DATA

INTRODUCTION TO DEMOGRAPHIC DATA

Population by County¹

The population of Montana has remained relatively stable in recent years with only a minimal pattern of population growth. Analysis of Figure 10 indicates that the statewide population will increase at only 1½ to 2 percent each year during the next five (5) years. As in other areas of the nation, the trend is to an increased population at the expense of the rural areas. Currently, 33 percent of the state population is located in three (3) counties, and 54 percent of the state population is located in the seven (7) most populous counties. It is assumed the trend is to an increase in the urban population primarily as the result of in-migration of the younger segments of our rural population to the urban areas seeking jobs.

Percentage of General Unemployment by County²

The unemployment rate for Montana averaged 6.9 percent during the previous fiscal year. Generally, the eastern, central and northern agricultural counties remained below the state average in unemployment. Counties experiencing unemployment rates above the state average tended to be in the western and southern counties which are dependent on the lumbering and mining industries. Definitive data on youth unemployment is unavailable at this time, and for state plan purposes it is assumed that youth unemployment is equal to or greater than the rate of general unemployment within each county.

Economically Depressed Areas³

Areas designated as economically depressed within the state tend to follow the same pattern as the counties above the state average in unemployment. The continuing depressed market in the lumbering and metals industries in the western and southern counties is not expected to change drastically for several years. A further contributing factor in many of the designated counties is the presence of large Indian reservations with little opportunity for employment of tribal members. There appear to be discrepancies between areas of high general unemployment and areas designated as economically depressed. It should, therefore, be noted that areas of general unemployment are based solely on unemployment rates. Areas designated as economically depressed include unemployment as one factor, but include other additional economic factors in arriving at this designation.

¹Statistical summaries provided in the narrative are from Figure 10 unless otherwise indicated.

²Statistical summaries provided in the narrative are from Figure 11 unless otherwise indicated.

³Statistical summaries provided in the narrative are from Figure 12 unless otherwise indicated.

Income Below Poverty Level⁴

The average county percentage of families with income below poverty levels in Montana is 12.1 percent. Counties with concentrations of low income families tend to be in the agricultural central and eastern portions of the state. Additionally, Big Horn, Roosevelt, Valley, Glacier, Pondera, Lake and Blaine Counties have high concentrations of Indian people living on reservations.

Dropout Rates⁵

The dropout rate in Montana varies from a low of 0.0 percent in Wheatland County to a high of 11.3 percent in Big Horn County with a statewide average dropout rate of 5.5 percent. There appears to be no discernible pattern of dropout rates on any statewide basis although counties with Indian reservation lands tend to be higher than the state average, particularly Big Horn, Roosevelt and Glacier Counties; Hill, Blaine and Flathead Counties are marginally above the state average.

Potential Future Manpower Needs

A gradual increase in the coal mining industry has the potential of altering some vocational education programs in Montana. Montana does, at this time, have the means to satisfy the demands of this industry for trained personnel in welding, truck driving, heavy equipment operation and other allied occupations.

The Department of Labor and Industry has assessed the situation as follows:

"Because of dwindling reserves in oil and gas products, coal is once again emerging as the potential supplier of our energy needs. In Montana, employment in this industry has grown from about 200 in 1972 to over 750 workers in 1976, a 275% increase in the four year period. At this time, the coal industry is expected to post a yearly employment average of 1100 to 1200 workers by 1985."⁶

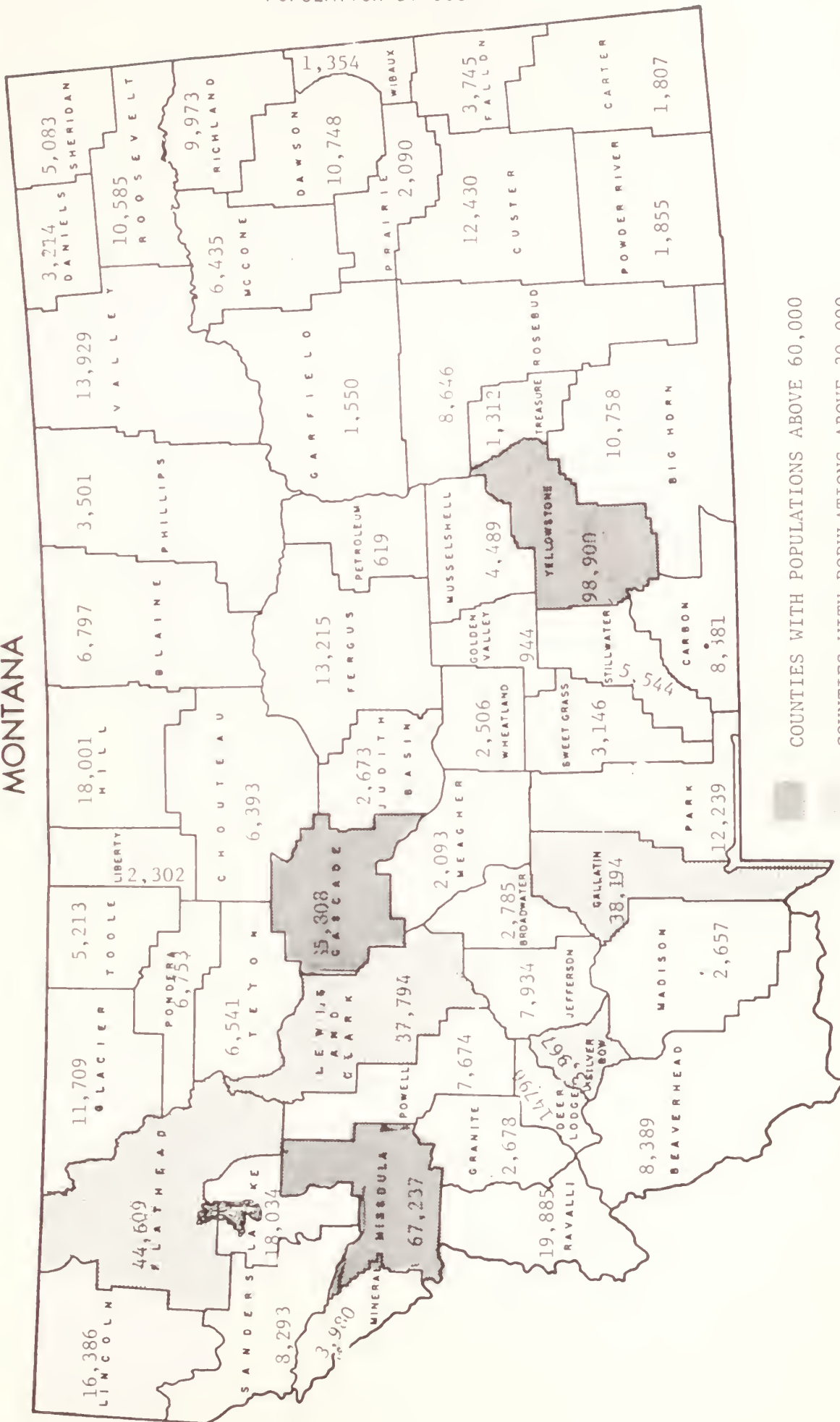
Vocational and technical education possibilities in the energy area will be monitored very closely for the next fiscal year and for several years to come.

⁴Statistical summaries provided in the narration are from Figure 14 unless otherwise indicated.

⁵Statistical summaries provided in the narration are from Figure 15 unless otherwise indicated.

⁶The Mining Industry in Montana Research and Analysis Section, Employment Security Division, Department of Labor and Industry. April 1977, pp. 20-21.

MONTANA



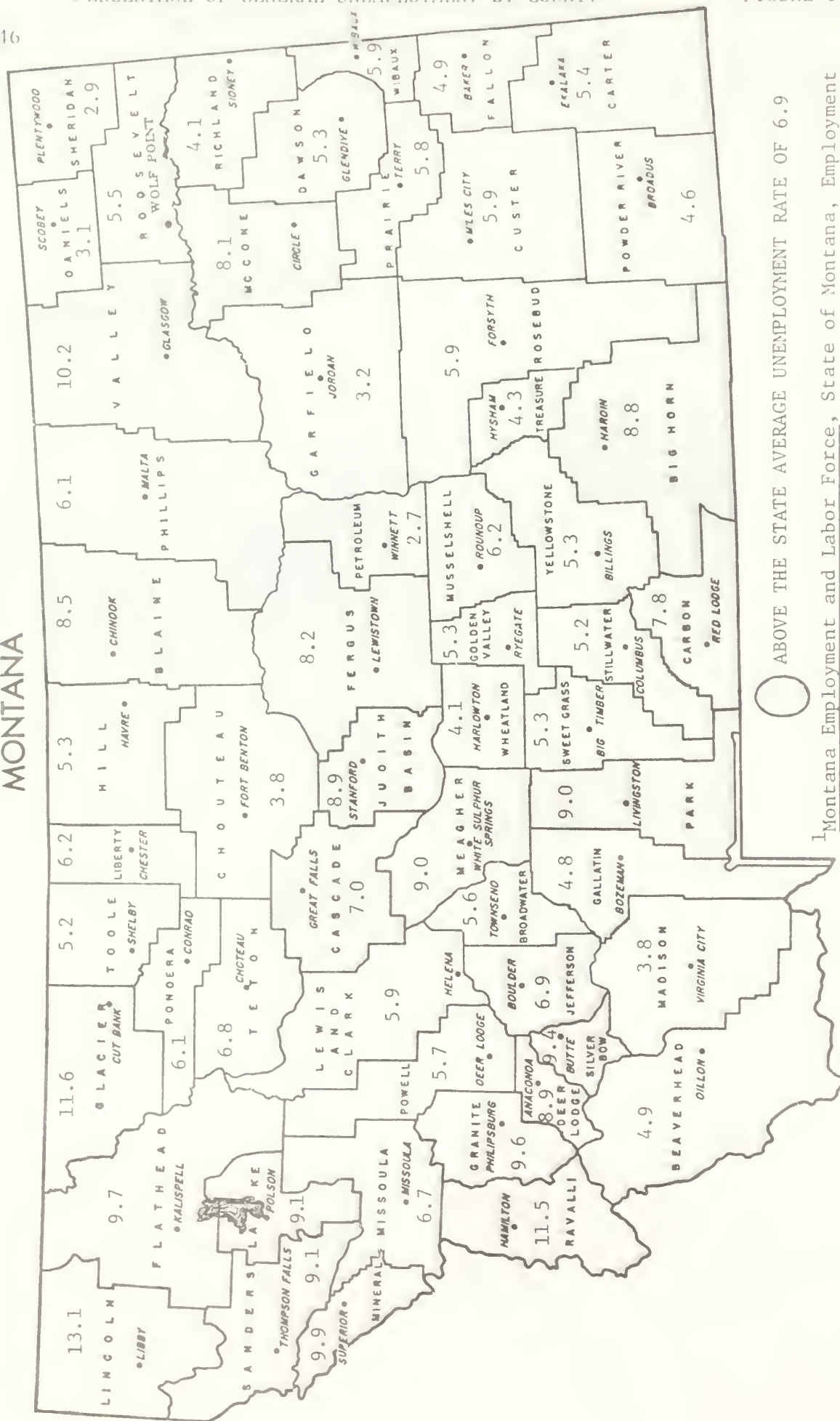
COUNTIES WITH POPULATIONS ABOVE 60,000

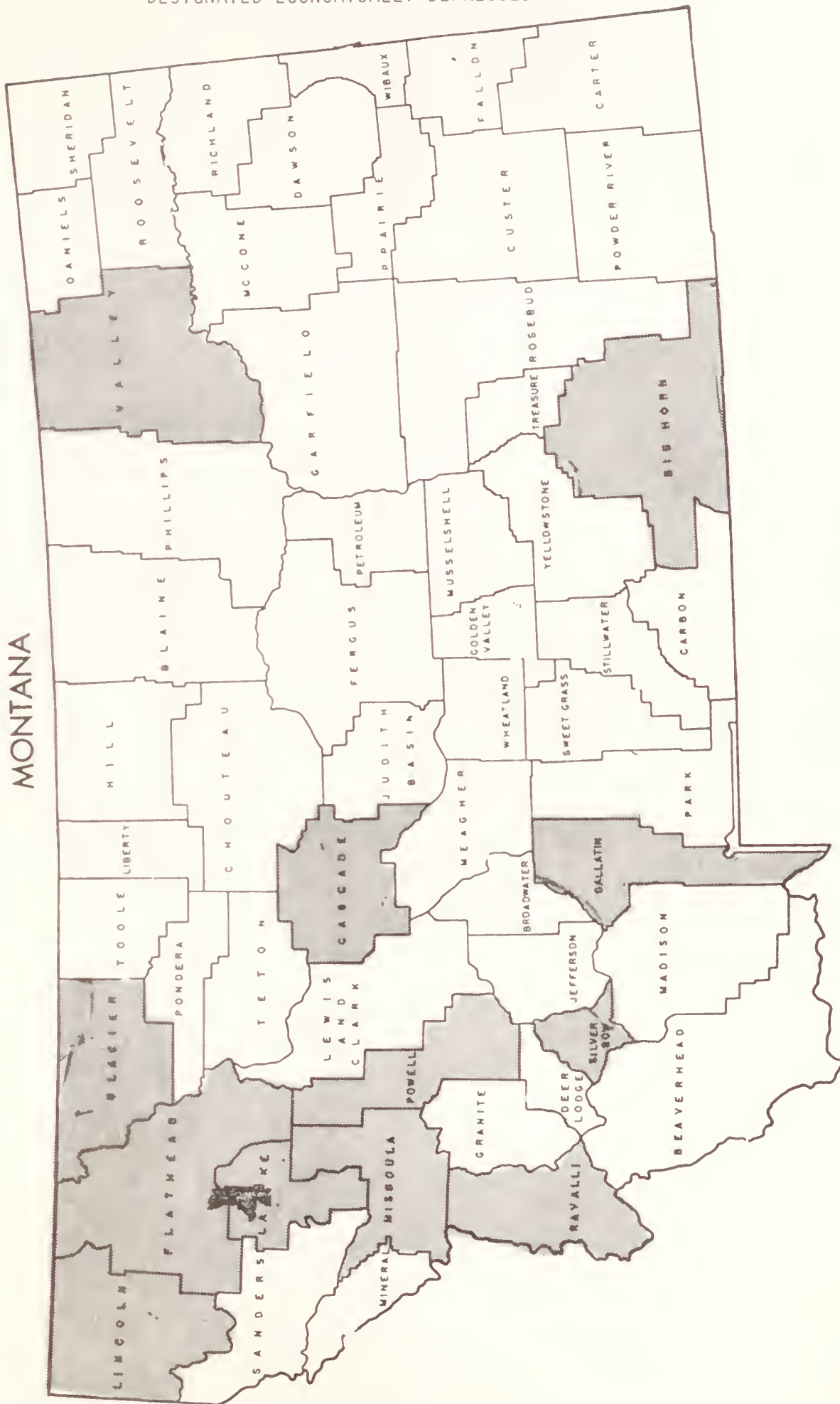
COUNTIES WITH POPULATIONS ABOVE 30,000

COUNTIES WITH POPULATIONS OF LESS THAN 30,000

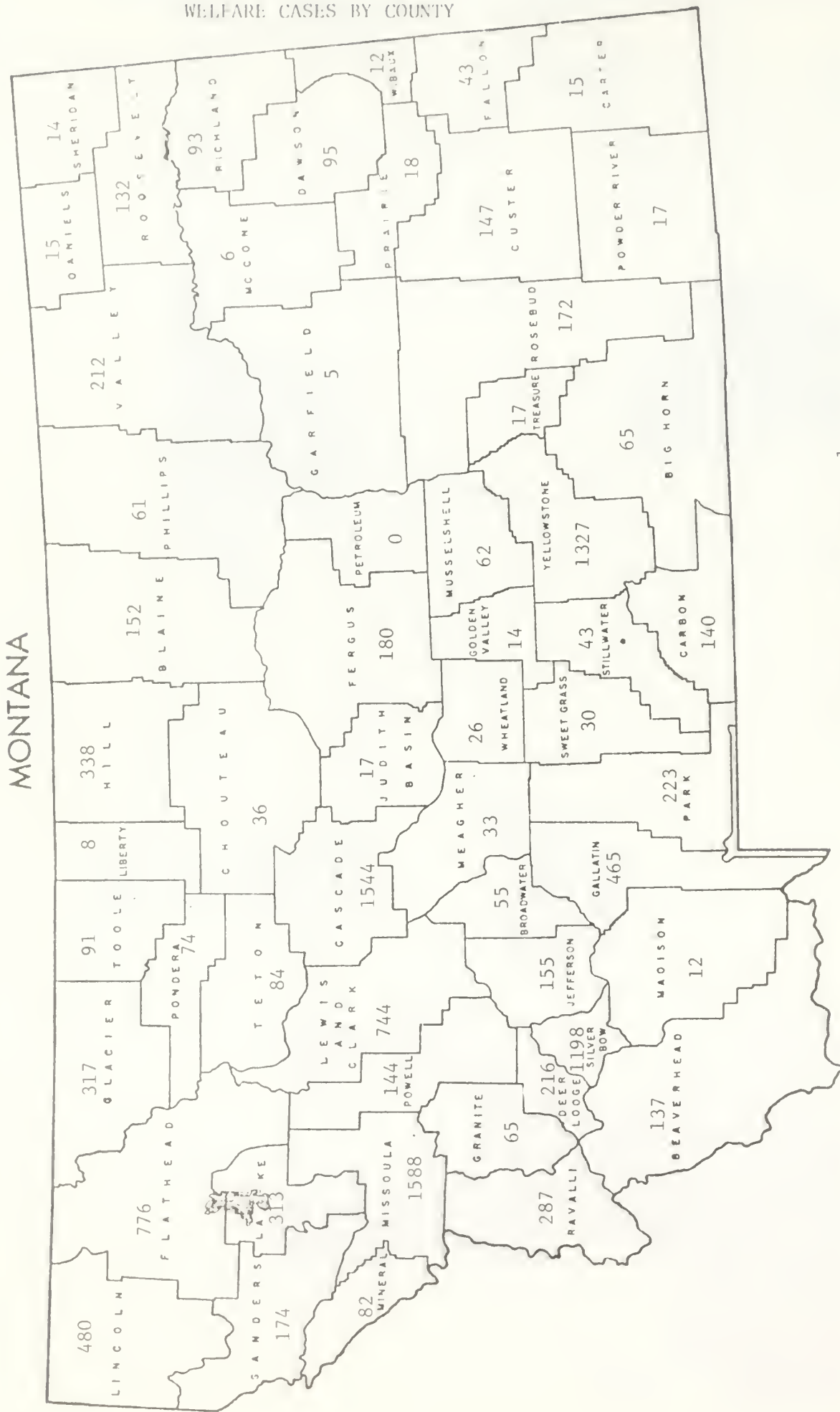
¹Montana Data Book, Montana Department of Planning and Economic Development, 1975

MONTANA



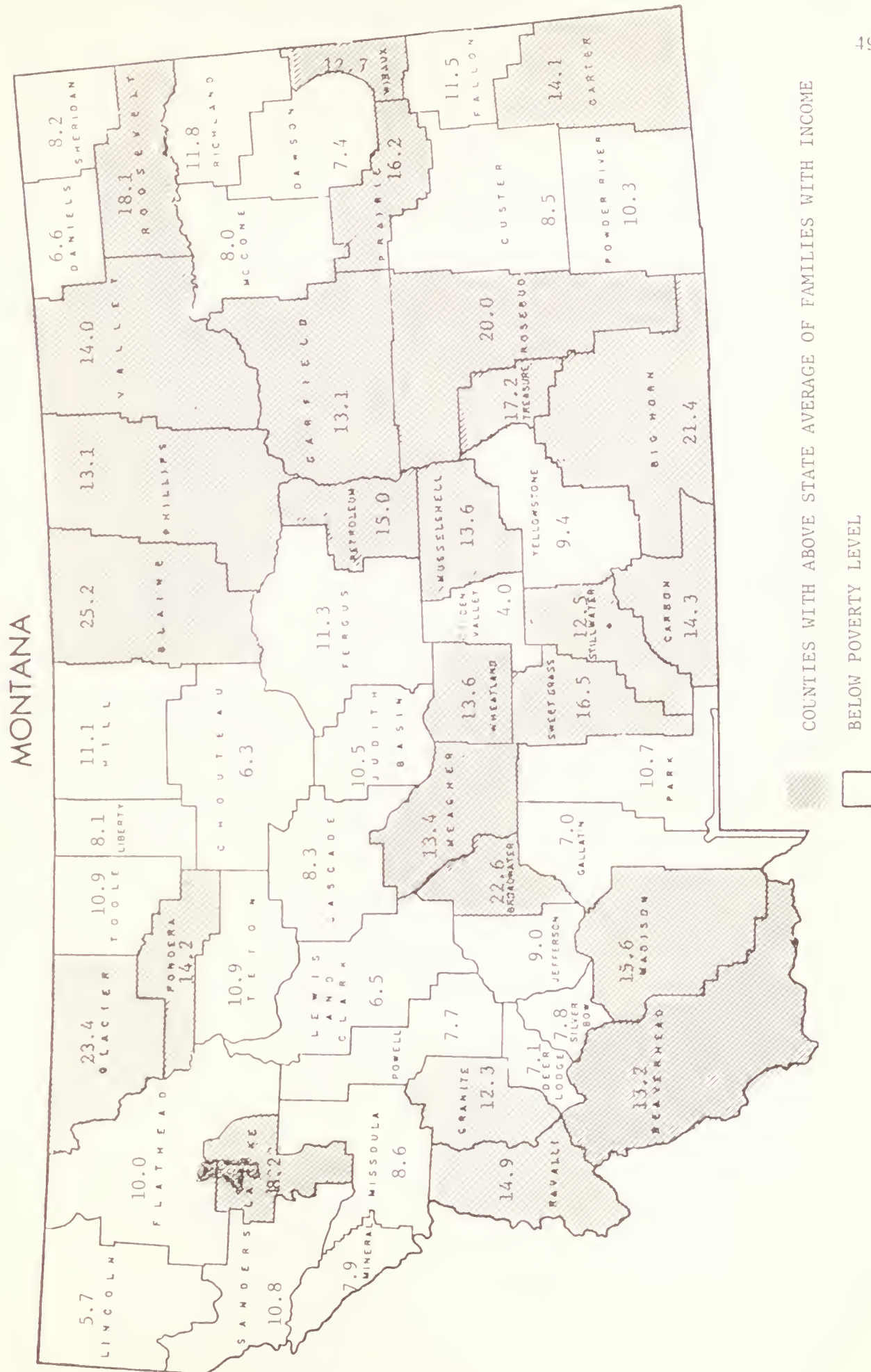


¹Research Section, Employment Services Bureau, Department of Labor and Industry. 1977



WELFARE CASES BY COUNTY¹

¹ Fiscal Year 1977 Annual Planning Report for Montana Rural CEP Area, Balance of the State, Billings SMSA, Great Falls SMSA, Employment Security Division, Department of Labor and Industry. 1976



¹Base Data for Rank Orders of Socioeconomic Data for Region VIII States, The Center for Social Research and Development, University of Denver.1976



COUNTIES WITH ABOVE THE STATE AVERAGE DROPOUT RATE

COUNTIES WITH HIGH DROPOUT RATES

MONTANA

Blackfeet
27.2*
50.0**

Rocky Boys
25.7*
53.17**

Fort Belknap
19.9*
61.74**

Fort Peck
23.2*
31.3**

Northern Cheyenne
23.9*
51.0**

Cities shown on map: LIBBY, LINCOLN, FLATHEAD, RALISPELL, SANDOZ, THOMPSON FALLS, SUPERIOR, MINERAL, MISSOULA, POWELL, HELENA, GRANITE, PHILIPSBURG, ANACONDA, DEER BUTTE, SILVER BOW, BEAVERHEAD, DILLON, MADISON, VIRGINIA CITY, BOULDER, TOWNSEND, WHITE SULPHUR SPRINGS, WEAVER, HARTWORTH, WHEATLAND, GOLDEN VALLEY, MUSSELSHELL, POUNDUP, PETROLEUM, WINNETT, LEMISTOWN, FERGUS, STANFORD, JUOITH BASIN, GREAT FALLS, CABCAOE, CHOTEAU, TETON, PONDERA, CONRAD, TOOLE, LIBERTY, CHESTER, SHELBY, NAVER, HILL, CHINDOK, BLAINE, MILLIPS, MALTA, GARFIELD, JORDAN, MCCONE, CIRCLE, DAWSON, GLENDAVE, PRARIE, TERRY, WIBAUX, WIBAUX, BAKER, FALLON, EKLAKA, CARTER, POWDER RIVER, BRADADUS, FORSYTH, ROSEBUD, TREASURE, HYSHAM, YELLOWSTONE, BILLINGHAM, STARBUCK, HORN, CARBON, RED LODGE, SWEET GRASS, BIG TIMBER, STILLWATER, COLUMBUS, PARK, LIVINGSTON, BOZEMAN, GALLATIN, BOZEMAN.

* % of H.S. graduates 25 years and older
** unemployment rate

Sources: Report of Labor Force April 1978, Bureau of Indian Affairs, Billings.
Profile of the Montana Native American, August, 1974.

STATISTICAL POPULATION TO BE SERVED¹

The estimated total general population of Montana in 1977 is approximately 760,000, with an estimated growth rate of approximately 1½ to 2 percent each year through 1982. Characteristics of the population include a male population of slightly under 50 percent and a female population of slightly over 50 percent. Negro, Spanish American, Indian and Oriental persons comprise 5.5 percent of the total population with the remaining 94.5 percent Caucasian. The urban population currently totals 53 percent and is projected to increase to over 55 percent of the population by 1982.

The population aged 16-25 in Montana numbers slightly above 12 percent of the total population of the state, with the age group 16-21 representing a disproportionately high percentage of this group. It is assumed that this 16-21 age group is predominantly furthering their education and gaining work experience within the state. 1970 census figures indicate that between the ages of 22 and 25 a high percentage of the group leaves the state for further training, employment, etc. The census also indicates, however, that within five years the population of the state regains a normal distribution pattern through return of these leavers, and normal in-migration from other states.

The special needs population of Montana is over 11 percent of the total population. The disadvantaged comprise over 63 percent of the special needs population with persons with handicapping conditions forming the remaining 37 percent of this group.

Secondary school enrollments for grades 9-12 represent 7.5 percent of the total population of the state. This figure is expected to peak in fiscal years 1978 and 1980 and will decrease in 1979 and 1981, to a low point of 54,000 in fiscal year 1982.

Postsecondary enrollments currently comprise 4.5 percent of the total population of Montana. This figure is expected to remain relatively steady during the one-year planning period.

¹Statistical summaries provided in the narration are from Table I unless otherwise indicated.

TABLE I
STATISTICAL POPULATION TO BE SERVED

Population Factors or Characteristics	Latest Available Data	ESTIMATED				
		FY 78	FY 79	FY 80	FY 81	FY 82
1.General Population Total						
Population ¹	760,513	771,377	782,396	793,573	804,909	816,407
Male	377,195	382,583	388,048	393,591	399,214	404,916
Female	383,318	388,794	394,348	399,982	405,695	411,591
Negro	2,183	2,214	2,245	2,278	2,310	2,343
Spanish						
American	8,441	8,562	8,684	8,808	8,934	9,062
Indian	29,713	30,137	31,314	32,538	33,809	35,130
Oriental	1,202	1,210	1,220	1,231	1,245	1,258
Other	718,974	687,131	738,933	748,718	758,611	768,614
Urban	403,071	408,830	418,582	428,529	438,675	449,024
Rural	357,442	362,547	363,814	365,044	366,234	367,383
2.Population ¹ Age 16-25						
Total Population Age 16-25	94,177	95,522	96,887	98,271	99,675	101,099
Male	46,712	47,379	48,056	48,743	49,439	50,145
Female	46,465	48,143	48,831	49,528	50,236	50,954
Negro	270	275	279	284	293	302
Spanish						
American	1,045	1,059	1,075	1,090	1,106	1,122
Indian	3,679	3,731	3,785	3,839	3,888	3,936
Oriental	149	151	153	155	158	160
Other	89,034	90,306	91,595	92,903	94,230	95,579
3.Special Needs ¹ Population						
Total Special Needs Population	84,776	86,032	86,824	87,531	88,295	89,201
Disadvantaged	53,497	54,188	54,921	55,402	55,960	56,611
Handicapped	31,279	31,500	31,903	32,129	32,335	32,590
Bilingual/ Limited English- speaking	Not Available	1,341	1,000	1,000	1,000	1,000

TABLE I (Continued)
STATISTICAL POPULATION TO BE SERVED

Population Factors or Characteristics	Latest Available Data	ESTIMATED				
		FY 78	FY 79	FY 80	FY 81	FY 82
4. Secondary School Enrollment ²						
Total Secondary Enrollment	56,896	57,709	56,533	57,369	56,217	54,077
Male	29,122	29,538	28,957	29,385	28,819	28,059
Female	27,774	28,171	27,567	27,984	27,389	26,018
Negro	163	166	168	170	173	175
Spanish						
American	632	641	450	559	568	578
Indian	2,223	2,255	2,187	2,120	2,053	2,086
Oriental	90	91	92	93	95	97
Other	53,788	54,556	54,036	54,727	53,528	51,441
5. Post-Secondary School Enrollment ³						
Total Post- Secondary School Enrollment	33,829	34,312	34,802	35,300	35,804	36,315
Male	19,283	19,558	19,810	20,083	20,366	20,615
Female	14,546	14,754	14,992	15,217	15,438	15,700
Negro	97	98	100	101	103	105
Spanish						
American	375	380	386	391	397	403
Indian	1,321	1,340	1,359	1,378	1,398	1,418
Oriental	53	54	55	55	56	57
Other	31,983	32,440	32,902	33,375	33,850	34,331

¹Montana Data Book, Montana Department of Planning and Economic Development. 1975.

²Montana Public School Enrollment Data, Office of Public Instruction, 1976.

³Commissioner of Higher Education's, and Office of Public Instruction's, enrollment reports, 1976.

STATEWIDE EMPLOYMENT BY INDUSTRY¹

The civilian labor force in Montana numbers approximately 323,600 or 45.5 percent of the total population.

Non-farm wage and salary jobs comprise 75.5 percent of the total labor force with salaried farm jobs making up the remaining 24.5 percent.

Employment in the Mining Industry experienced an overall reduction of 14.8 percent during the past year with further reductions expected in metals mining over the next few years. The employment of coal miners was reduced by 33.3 percent between 1976 and 1977, but is expected to gradually increase over the next few years with the emerging national emphasis on coal production as an alternative energy source.

The greatest areas of growth in employment over the past year were in manufacturing, services, and wholesale and retail trade. Wholesale and retail trade is the second largest employer in the state with 18.6 percent of the current total non-farm labor force. If Montana follows national trends, this area should experience growth during the next decade.² Although it comprises only 7.2 percent of the labor force, Manufacturing experienced a growth of 8.7 percent in the past year, primarily in industries involved in the production of durable goods. The Services Industry, representing 14.7 percent of the total non-farm labor force, experienced a growth of 6 percent in fiscal year 1977, with the greatest increase in the area of hotels and other lodging service workers.

Government, the largest employment group in the state with 21 percent of the total non-farm labor force, increased only 1.2 percent during the past year. Employment in colleges, universities and local education agencies recorded decreases this previous year, while state and local government recorded only a moderate increase.

¹Statistical summaries provided in the narration are from Table III unless otherwise indicated.

²Occupational Manpower and Training Needs, U.S. Department of Labor, Bureau of Labor Statistics, 1974.

Statewide Employment by Industry¹February 1978
in Thousands

<u>I N D U S T R Y</u>	FEB. 1978	FEB. 1977	% Net Changes to Current Year FEB. to FEB. 1977
CIVILIAN LABOR FORCE - PERSONS	341.1	328.1	13.0
NON-FARM WAGE AND SALARY JOBS (Establishment Data)..	262.4	248.3	14.1
<u>MANUFACTURING</u>	23.6	24.0	-.4
Durable Goods.....	15.0	15.3	-.3
Lumber and Wood Products.....	8.7	9.2	-.5
Primary Metal Industries.....	3.4	3.3	.1
Other Durable Goods.....	2.9	2.8	.1
Nondurable Goods.....	8.6	8.7	-.1
Food and Kindred Products.....	3.9	4.1	-.2
Printing and Publishing.....	2.1	2.1	0
Petroleum and Coal Products.....	1.0	1.1	-.1
Other Nondurable Goods.....	1.6	1.4	.2
<u>MINING</u>	6.4	5.9	.5
Metal Mining.....	2.1	2.2	-.1
Bitum. Coal, Quarrying, Non-Metal Mining..	1.6	1.4	.2
Oil and Gas Extraction.....	2.7	2.3	.4

CONTRACT CONSTRUCTION.....	13.2	11.5	1.5
General Building Contractors.....	4.7	4.0	.
Heavy Construction Contractors.....	2.8	2.9	-1
Special Trade Contractors.....	5.7	4.6	1.1
TRANSPORTATION AND PUBLIC UTILITIES.....	20.8	19.6	1.2
Railroad Transportation.....	6.4	6.2	.
Transportation, except Railroad.....	6.1	5.9	.
Commun., Electric, Gas, Sanitary Services.....	8.3	7.5	.8
WHOLESALE AND RETAIL TRADE.....	65.5	61.6	3.9
Wholesale Trade.....	16.5	14.9	1.6
Retail Trade.....	49.0	46.7	2.3
General Merchandise, Apparel, Accessories..	8.5	7.5	1.0
Food Stores.....	7.0	6.6	.4
Automotive Dealers, Service Stations.....	7.4	7.9	-1.5
Eating and Drinking Places.....	17.1	15.5	1.6
Bldg. Mat., Farm Equip., Furn., Misc.....	9.0	9.2	-1.2
FINANCE, INSURANCE AND REAL ESTATE.....	11.8	10.9	.9
SERVICES.....	48.2	46.6	1.6
Hotels and other Lodging Places.....	6.6	5.2	1.4
Personal Services.....	2.6	2.4	.2
Medical and other Health Services.....	16.0	14.9	1.1
Other Services.....	23.0	24.1	-1.1
GOVERNMENT.....	72.9	68.2	4.7
Federal Government.....	14.1	13.1	1.0
State Colleges and Universities.....	8.9	9.2	-1.3
Other State Government.....	11.4	10.9	.5
Local Education.....	24.8	22.5	2.3
Other Local Government.....	13.7	12.5	1.2

¹Montana Employment and Labor Force, State of Montana Employment Security Division, March 1978.

CURRENT AND FUTURE JOB NEEDS

INTRODUCTION TO CURRENT AND FUTURE JOB NEEDS

Table III which follows, indicates the current level of employment in the major occupational areas in which vocational education training programs are now being conducted. It compares expansion and replacement needs with the projected supply of trained persons from vocational education programs as well as from other sources for the planning period fiscal year 1979.

Current employment and expansion/replacement need projections were primarily obtained from the Employment Security Division of the Montana Department of Labor and Industry. Projections as to supply of trainees to meet expansion needs were based on enrollment figures submitted to the Office of Public Instruction from secondary schools and postsecondary vocational technical centers. Other Sector supply figures are from Community Colleges, Northern Montana College and other training agencies.

The data contained in Table III has been supplied by the Employment Security Division of the Department of Labor and Industry. It appears from this data that certain vocational education programs are either in a condition of over- or under-supply. However, many discrepancies exist in the data and the Employment Security Division is currently developing a new system in order to provide more reliable data on which programmatic decisions may be based.

Each vocational education program area consultant estimated the percentage of secondary and postsecondary enrollees who would be available for work and developed the following formulas to determine the projected supply of trainees. The "available for work" figures indicate the number of completers estimated to be actually entering the labor force, rather than going on to school, entering the military, etc.

The following projections are based on actual enrollments in vocational programs during past years:

AGRICULTURE EDUCATION:

Secondary -- 20% of secondary considered seniors.

(Vocational Agriculture programs are offered during all four years at the secondary level with a slightly smaller percentage of senior students enrolled.)

50% of the 20% considered available for work
(balance on to further training programs)

Postsecondary -- 50% of postsecondary in second year of two-year training programs

90% of completers considered available for work

DISTRIBUTIVE EDUCATION:

Secondary -- 25% of the secondary considered available for work
(Distributive education programs are primarily offered to
junior and senior level students with 50% of seniors
considered available for work)

Postsecondary -- 40% of postsecondary students considered
available for work.
(Programs are primarily two years in length with 80% of
program completers considered available)

HEALTH OCCUPATIONS EDUCATION:

Secondary -- 50% of secondary considered available for work
(Health Occupations programs are primarily offered to senior
level students with approximately 50% considered available)

Postsecondary -- 50% of postsecondary students considered available
for work from two year programs and 100% of postsecondary
students considered available from one year programs.

WAGE EARNING HOME ECONOMICS

Secondary -- 50% of secondary considered seniors and available for
work after completion.

Postsecondary -- 90% of postsecondary considered available after
completion.
(Programs are primarily one year in length.)

BUSINESS AND OFFICE EDUCATION

Secondary -- 48% of secondary considered seniors and available for
work.

Postsecondary -- 61% of postsecondary considered available after
completion.
(Programs are primarily one year in length.)

TECHNICAL EDUCATION

Postsecondary -- 50% are considered to be in their second year of
two year training programs and to be available for work after
completion.

TRADE AND INDUSTRIAL EDUCATION

Secondary -- 10% of secondary students considered available due
to the high level of skills required for job entry.

Postsecondary -- 40% of postsecondary students considered
available
(Programs are primarily two years in length with 80%
of program completers considered available.)

TABLE III
CURRENT AND FUTURE JOB NEEDS^a

		CURRENT AND FUTURE JOB NEEDS		PROJECTED SUPPLY FROM ALL SOURCES ^b	
		Current Employment	Expansion and Replacement Needs 1979	Vocational Education 1979	Other Sector 1979
<u>OE CODE/DOT</u>					
01.0000	AGRICULTURAL EDUCATION				
01.0100	Agri.Production	31,900	1,080	446	47
01.0200	Agri. Supplies & Services	890	30	18	12
01.0300	Agricultural Mechanics	900	40	28	25
01.0500	Ornamental Horticulture	260	10	6	0
01.0700	Forestry	2,350	80	46	46
04.0000	DISTRIBUTIVE EDUCATION				
04.0100	Advertising	4,250	160	0	0
04.0200	Apparel & Accessories	2,150	N/A	8	0
04.0400	Finance and Credit	3,555	215	2	1
04.0600	Food Distributing	2,440	100	2	7
04.0700	Food Services	3,545	1,210	8	54
04.0800	General Merchandise	8,000	N/A	341	12
04.0900	Hardware, Bldg. Materials	3,670	167	0	27
04.1100	Hotel and Lodging	6,750	650	8	29
04.1500	Personal Service	N/A	N/A	2	7
07.0000	HEALTH OCCUPATIONS				
07.0101	Dental Assistant	430	50	35	0
07.0102	Dental Hygienist	40	5	0	1
07.0203	Medical Lab. Aide	N/A	70	10	0
07.0301	Nurse Asso. Degree	3,070	240	0	65
07.0302	Practical Nurse	1,420	120	180	50
07.0303	Nurse Assistant	3,900	405	163	155
07.0305	Surgical Technician	65	20	15	0
07.0402	Physical Therapy Aide	N/A	N/A	0	0
07.0903	Inhal. Therapy	65	25	11	0
07.0904	Medical Assistant	600	50	0	0
07.0907	Medical Emergency Technician	680	70	0	15
07.9900	Ward Clerk/Med. Records Tech.	N/A	N/A	25	0
09.0200	WAGE EARNING HOME ECONOMICS				
09.0201	Care & Guidance of Children	5,140	430	148	0
09.0202	Clothing Management Prod.	910	80	46	0
09.0203	Food Management	310	N/A	203	25
09.0299	Other (HERO) Multi-Occupations	N/A	N/A	78	0

a - Refer to Page 61

b - Refer to Page 61

N/A - Not available

CURRENT AND FUTURE JOB NEEDS^a

		Current Employment	Expansion and Replacement Needs 1979	PROJECTED SUPPLY FROM ALL SOURCES		b
				Vocational Education 1979	Other Sector 1979	
<u>OE CODE/DOT</u>						
14.0000	OFFICE OCCUPATION					
14.0100	Accounting & Comp.	8,950	510	155	92	
14.0201	Business Data Processing	400	45	108	47	
14.0300	General Office Clerical	4,415	465	450	47	
14.0700	Steno, Secretarial & Related	10,435	1,380	590	345	
14.0900	Typing	3,030	240	388	170	
14.9900	Other-Post. Sec. Bus.;					
	Reprographics & Para Legal	N/A	N/A	10	2	
16.0000	TECHNICAL EDUCATION					
16.0106	Civil Technician	N/A	N/A	13	10	
16.0107	Electrical Technician	305	15	19	4	
16.0109	Electro-Mechanical	N/A	N/A	25	0	
16.0601	Commercial Pilot	N/A	N/A	16	N/A	
16.0699	Energy Technician	N/A	N/A	0	0	
17.0000	TRADES AND INDUSTRY					
17.0100	Air Conditioning	475	25	15	0	
17.0200	Appliance Repair	520	25	10	11	
17.0301	Body and Fender	2,200	25	19	68	
17.0302	Mechanics-Auto	7,950	180	163	130	
17.0400	Air Frame/Power Plant					
	Maintenance	375	15	23	3	
17.0700	Commercial Art Occup.	595	35	2	0	
17.0900	Photography	N/A	20	8	0	
17.1001	Carpentry	5,930	100	89	207	
17.1002	Electricity	1,825	55	10	120	
17.1003	Heavy Equipment Operation	3,070	155	32	0	
17.1200	Diesel Mechanic	N/A	40	44	19	
17.1300	Drafting	680	30	114	4	
17.1500	Electronics Occup.	500	20	74	10	
17.1900	Graphic Arts	785	15	14	2	
17.2102	Watch & Precision					
	Instrument Repair	115	5	6	0	
17.2302	Machine Shop	760	20	70	0	
17.2306	Welding and Cutting	1,620	60	174	2	
17.2700	Plastics Occupations	N/A	N/A	2	0	
17.2900	Quality Food Occupations	17,350	1,125	27	0	
17.3100	Small Engine Repair	N/A	90	85	6	
17.9900	Other	N/A	N/A	25	0	

a - Refer to Page 61

b - Refer to Page 61

N/A - Not available

- a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Reports Statistics, 1977.
- b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only.

Other Sector includes all other sources of labor supply, such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN and CEP.

ANNUAL GOALS, ENROLLMENTS, AND ALLOCATIONS

INTRODUCTION TO FISCAL YEAR 1979 GOALS
FOR
VOCATIONAL EDUCATION PROGRAMS

Each of the following sections consists of a narrative description of planning efforts including the rationale for the goals that were set and a table of projected enrollments and allocations by Office of Education program code.

Each section represents the training programs within a vocational area now being conducted in Montana. Vocational program areas are identified as Agriculture Education, Distributive Education, Health Occupations Education, Wage Earning Home Economics Occupations, Business and Office Education, Technical Education, Trade and Industrial Education, and Consumer and Homemaking Education.

The projections indicated in this section of the Plan as to numbers of students being trained is accurate in terms of present funding restrictions. However, it should be noted that although the number of programs is expected to be relatively constant if funding does not increase, the demand for training programs is expected to substantially increase.

Tables IV through X represent projections for enrollments and allocations for the various vocational education program areas. It should be noted that program enrollments are defined differently according to the educational levels at which they are offered. "The primary emphasis of adult level courses is to provide short-term upgrading or retraining, while secondary and postsecondary programs are primarily designed as a series of courses to provide entry level proficiency."¹ Therefore, it would not be accurate to compare numbers of adult enrollees with numbers of enrollees at the secondary and postsecondary levels.

FUNDING STATUS

During Fiscal Year 1979 programs in secondary, postsecondary and adult vocational education will have \$2,340,960.00 in federal funds, \$6,885,718.81 in state funds and \$5,907,106.00 in local funds for a total of \$15,133,784.81 available (Figure 7). These funds are scheduled to serve 28,663 or 6,457 full-time equivalent secondary students and 9,129 postsecondary and adult students.

STUDENT ORGANIZATIONS

The State Board of Public Education authorizes the use of funds under its basic grant to support activities of vocational education student organizations which are described in its approved five year plan and annual program plan and which are:

¹James C. Taylor, Assistant Director for Instructional Services, Missoula Technical Center, June 17, 1977.

- (1) An integral part of the vocational instruction offered
- (2) Supervised by vocational education personnel who are qualified in the occupational area which the student organization represents; and
- (3) Available to all students in the instructional program without regard to membership in any student organization.

An integral part of vocational instruction includes:

- (1) Training in an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment in a career requiring other than a baccalaureate or higher degree; or
- (2) Field or laboratory work incident to the vocational training; or
- (3) Development and acquisition of instructional materials, supplies, and equipment for instructional services.

An integral part of vocational instruction does not include:

- (1) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage;
- (2) Purchase of supplies, jackets, and other effects for students' personal ownership;
- (3) Cost of non-instructional activities such as athletic, social, or recreational events;
- (4) Printing and disseminating non-instructional newsletters;
- (5) Purchase of awards for recognition of students, advisors, and other individuals; or
- (6) Payment of membership dues.

COOPERATIVE VOCATIONAL EDUCATION GOALS AND RATIONALE

The Cooperative Vocational Education method provides instruction through a joint agreement between a school and a public or private employer by which required academic courses and related vocational instruction are combined with a paying job in a related occupational field. The two experiences are planned and coordinated by the school and the employer, so that each contributes to the student's education and employability.

The cooperative method enables the student to work in an actual job setting, to gain skills relevant to a career, to explore employer-employee relationships, to adopt positive attitudes toward work and production, to gain the benefit of earning wages, and to gain an understanding of how his or her studies in the classroom relate to an actual career. By providing the actual experience of working for an employer, the student's future job placement may be facilitated, and the gap between vocational education and the world of work may be more effectively bridged.

Difficulties that must be overcome in developing a cooperative training program focus on a greater expenditure of time and energy on behalf of the actual instructors and their school administrators. They must effectively handle conflicts in class scheduling, transportation problems, limitations in placement opportunities--especially in small rural communities, contacts with employers, and instructor-student-employer relationships. Students are paid at least at the legal minimum hourly wage rate while they are working under the cooperative agreement.

Although the demand is high for this type of training program, sufficient funds are not available through local, state and federal sources. Therefore, cooperative programs may decrease over the next five years. The tables that follow each vocational program area include the number of students enrolled in a cooperative program within the total enrollment figure given. However, in order to demonstrate how many students of the total are under a cooperative agreement, that number has been enclosed with parentheses preceded by a "C" and is given next to the enrollment figure. Thus, under one training program such as General Merchandising, some of the students may be participating under a "coop" agreement and some may be participating in the classroom setting only.

The policies and procedures for conducting cooperative programs in Montana are covered in the following section of the Plan.

COOPERATIVE VOCATIONAL EDUCATION FOLLOW-UP STUDY

A system of follow-up for cooperative vocational education students will be developed during fiscal year 1979. The system will monitor students for a period of five years following completion to aid in determining the effectiveness of training programs.

Cooperative programs will be funded on the same basis as regular vocational programs during fiscal year 1979. Twenty percent of all approved programs will be evaluated during fiscal year 1979 to comply with federal requirements.

The State Board of Public Education assures that funds under its basic grant (section 120 of the Act) will be used for grants to local educational agencies for establishing or expanding cooperative vocational education programs with the participation of public and private employers, when these programs are generally described in the approved five year state plan and the annual program plan.

The State Board of Public Education, in its review of local applications shall give priority for funding cooperative vocational education programs to local educational agencies in areas that have high rates of school dropouts or youth unemployment.

WORK STUDY

In establishing funding priorities for Montana's Five Year Plan for Vocational Education, it was determined that continued funding of work study programs would not constitute the most prudent or effective use of vocational education funds. This determination remains in effect for fiscal year 1979, but is subject to annual review by the Board of Public Education.

AGRICULTURE EDUCATION

Program Description

Vocational Agriculture programs will continue to be offered during fiscal year 1979 at the secondary, postsecondary and adult levels to provide students with entry level and/or advanced technical skills related to agriculture/agribusiness occupations.

Vocational Agriculture is typically offered in grades 9 through 12 at the secondary level, and in two-year programs at the postsecondary level.

The majority of Vocational Agriculture programs are in the category of agriculture production, although programs are also offered in the categories of agricultural supplies, mechanization, products, resources, ornamental horticulture and forestry.

Sex-Fairness

Considerable progress has been made within the area of sex fairness, including the employment of Montana's first female vocational agriculture teacher. In addition, ten Agriculture Education majors at Montana State University are females. There are no agriculture programs in this state which exclude or restrict female students. The enrollment of females in secondary Vocational Agriculture programs ranges from a high of 48% of the total at Ronan High School to a low of 0. Approximately 10% of the current Future Farmers of America membership is female.

The Agriculture Education Consultant, in cooperation with the Human Potential Development Consultant, will survey the Vocational Agriculture programs with low or no female enrollments to ascertain the reasons why females are not enrolled and to attempt to correct any problems which may be identified.

Advisory Council Involvement

Local vocational agriculture advisory councils are active throughout the state and have influenced significant improvement in both facilities and curriculum. In Deer Lodge, the advisory committee reviews the vocational agriculture program annually, while in Cascade, the advisory committee will meet to view the progress on the new vocational facilities in which they were instrumental in getting voter approval. At Whitehall the vocational agriculture advisory committee will continue work on developing the curriculum for a newly started program. In Browning the vocational agriculture advisory committee will be involved in planning a program which will serve the unique needs of Indian students.

Special Needs

A disadvantaged program serving approximately 65 vocational agriculture students at Lodge Grass (on the Crow Indian Reservation) will be completed in Fiscal Year 1979. This project, funded over a three year period, will enable Lodge Grass to establish a vocational agriculture program with primary emphasis on serving disadvantaged students.

Disadvantaged students continue to be mainstreamed in Agriculture Education through Montana and particularly in schools where agriculture education offers the only shop-related program.

Coordination with Manpower Programs

Since the majority of vocational agriculture departments are located in rural communities which do not have a Job Service office, vocational agriculture teachers have job placement responsibilities. Traditionally, vocational agriculture teachers have been involved in job placement for supervised occupational experience programs and for permanent employment of graduating seniors. In the majority of the rural communities, farmers and ranchers continue to contact vocational agriculture teachers when they are seeking employees.

Vocational agriculture teachers who teach in cities served by the Job Service usually cooperate with them in finding agriculture related employment for completers.

Future Farmers of America (FFA)

Future Farmers of America at the secondary level is an integral part of the Vocational Agriculture program and provides additional opportunities for students to develop career supportive competencies, leadership skills, and civic and personal responsibilities.

FFA membership is voluntary and provides the opportunity for students to participate in competitive activities which are designed to motivate student achievement. By applying what is taught in Vocational Agriculture, FFA members may compete in public speaking, parliamentary procedure, livestock and crop selection, farm and ranch management skills and agricultural mechanics. These events, along with many others, occur at the local, district, state and national levels. In addition, FFA members individually and collectively will be involved in many other worthwhile activities which promote cooperation and good citizenship. Some of these activities will include community service projects, soil and water conservation, county fairs, assisting charities and the needy, and community beautification projects.

Leadership development is stressed at all levels of FFA and several activities will be conducted at the state level to supplement the instructional programs at the local level. A joint Montana-Wyoming

state FFA officer leadership seminar will be conducted. Leadership skills learned by ten Montana State officers will be shared with chapter officers in a series of eight district leadership schools to be conducted at eight locations around Montana. In turn, chapter officers will provide training for their local membership.

A state FFA leadership conference will be conducted which will involve approximately 600 members. FFA membership in Fiscal Year 1979 is expected to reach 2300 at the secondary level and 35 in the collegiate chapter at Montana State University. An effort will also be made to increase membership and participation of the Montana FFA Alumni Association which was founded in 1972.

Fiscal Year 1979 Goals

1. On-site evaluations will be conducted on 20% of the 73 secondary vocational agriculture programs and three postsecondary programs in the vocational-technical centers at Helena, Missoula and Billings. The evaluations will be conducted with the cooperation of the Montana Advisory Council on Vocational Education and local advisory committee members.
2. Upgrading of existing programs will be emphasized rather than new program development due to the shortage of qualified vocational agriculture teachers anticipated for fiscal year 1979, and since funding is not available to assist local educational agencies with high start-up costs. Teacher recruiting efforts will be expanded in cooperation with the Agricultural Education Department at Montana State University.
3. All approved programs list an advisory council in their project applications. Efforts will be continued to broaden and strengthen the use of vocational agriculture advisory councils.
4. Employment information necessary for sound agriculture program decisions is needed in the agribusiness segment. A research project to determine the employment needs of agribusiness will be conducted by the Agriculture Education Department of Montana State University during fiscal year 1979.
5. Continue the implementation of vocational agriculture education core curriculum.
6. Develop and adopt standards for quality programs in vocational agriculture.

TABLE IV
SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO EMPLOYMENT NEEDS

Agriculture Education

C. I. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATION	
				F	S
01.0100 Agriculture Production	Secondary Centers	68	5,068	25,966	175,158
	Colleges	1	18	12,563	62,305
	Adult	1	37	-0-	31,204
	Secondary Centers	1	29	-0-	-0-
01.0300 Agriculture Mechanics	Colleges	2	49	16,468	81,992
	Adult	1	13	-0-	-0-
	Secondary Centers	1	100	419	2,861
	Colleges				
01.0700 Forestry	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				

Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

BUSINESS AND OFFICE EDUCATION

Program Description

The objectives of Business and Office Education are to prepare students for entry level employment in Business and Office occupations; to upgrade the skills of employed workers; and to provide students with postsecondary training below the baccalaureate level in Business and Office Education. Along with classroom study, many secondary students are placed in on-the-job training positions with job and classroom experiences integrated into a complete training program. Secondary level programs are "capstone courses" which are designed to provide entry-level training in such areas as secretarial procedures, office procedures, clerical procedures and simulated office experience. Completers of these programs are able to obtain a variety of positions in the secretarial and clerical employment areas. Postsecondary level programs at the vocational-technical centers provide training across a wide variety of fields including Bookkeeping and Accounting, Business Data Processing, General Office Clerical, Stenographic, Secretarial and Related, and Typing.

Sex Fairness

Substantial progress in eliminating sex stereotyping patterns in Business and Office Education programs is being realized through effective counseling and recruitment of male and female students. A preliminary survey of secondary and postsecondary teachers indicates ongoing efforts to alter course titles and content to assure accessibility of courses for all students regardless of sex.

Two areas of concern that are recognized are those of curriculum and attitudes. There exists a need for the development of text material that utilizes other than the stereotypical "male boss" and "female secretary." Many teachers and counselors in Montana share personal biases as to traditional male and female roles and tend to portray these personal views as "appropriate or correct." It is vital that an awareness program be developed to encourage these teachers and counselors to restrain their personal opinions and beliefs to their private lives and to allow open discussion and accessibility in their classrooms.

The vocational-technical centers are sites of real progress in the elimination of sex stereotyping in the field of Business and Office Education. Some male students are entering the secretarial area and job placement success for these male secretary trainees has been great. Low wages that predominate with the secretarial and clerical profession continue to be obstacles in the recruitment of male students who traditionally have had higher-paying employment opportunities.

Helena Vocational-Technical Center has also been the site of a non-traditional program. The predominantly male Accounting and Data Processing students are now required to complete a one hour five days per week course in Office Procedures (predominantly female) in order to increase their expertise in filing procedures, typing reprographics, and office management.

Coordination with Manpower Programs

The coordination of manpower training programs and Business and Office Education programs is currently in the developmental stage. Columbia Falls High School in Montana has experienced successful teacher placement of students, but hopes to further increase their efforts by enlisting the assistance of employment service counselors. The postsecondary vocational technical centers will continue to work cooperatively with Department of Labor services and programs and with private employment and training agencies.

Advisory Council Involvement

Business and Office Education programs have developed advisory councils who assist in many areas of program improvement. Public relations has been widely emphasized, and the task of locating cooperative training stations has been facilitated greatly through the support of local advisory council members.

Office Education Association (OEA)

Office Education Association will continue to be considered an integral part of the total Business and Office Education program in Montana. There are currently 13 secondary chapters with 267 members; four post-secondary chapters with 47 members; one collegiate chapter with 16 members; and 19 members at the professional level in Montana. The total student membership is 330 with males representing four percent.

Every effort is being made to encourage male participation in the Office Education Association due to the current low male enrollment. Such effort is shown by the fact that the state postsecondary president for fiscal year 1977 was male, and one of the state presidential candidates for fiscal year 1978 is also male.

The Office Education Association benefits students through participation, socialization, leadership training, education, competition rewards, cooperation, understanding, spirit of belonging, confidence, competence, and recognition.

The OEA benefits the school by: offering an additional teaching tool; generating enthusiasm; stimulating increased ethical behavior and pride in personal dress; improving social climate; improving school-community relations; improving school-parent relations; and improving school-student relations.

The OEA benefits the community by: involving students in civic activities; supplying greater numbers of trained employees; promoting organizational activities within the community; improving rapport between the school and lay people; generating satisfaction by expanding cooperative energies; involving the students in planning; and participating in civic developments.

Special Needs Population

Equalizing training opportunities for students in rural areas has been the goal of one disadvantaged project in Opheim, Montana. Opheim has purchased a "memory typewriter" and circulates the machine to other small-sized schools in the area which allows students to gain the technical knowledge that is necessary to operate the memory and "mag card" typewriters. Finally, this allows those students more of an equal base in job competition with students from larger high schools.

Fiscal Year 1979 Goals

1. Team evaluation of 20 percent of the Business and Office Education programs is projected to be accomplished during fiscal year 1979.
2. Vocational approval for all Business and Office Education teachers is a goal for fiscal year 1979.
3. The Office Education Association is in need of further strengthening. Three chapters have been added to the post-secondary level: Helena and Billings Vocational-Technical Centers and the Great Falls Commercial College. It is hoped that student involvement at the secondary level will be increased through a proposed campaign emphasizing the purpose and importance of local OEA chapters.
4. Initiate procedures toward the implementation of new standards for program approval.

TABLE V

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

Business and Office Education

GOAL CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	F	ALLOCATIONS
14.0100 Accounting and Computing Occupations	Secondary Centers	5	365	61,952	307,563
	Colleges				
	Adult	4	183	-0-	-0-
	Secondary Centers				8,136
14.0299 Other Business Data Processing	Colleges	3	205	51,647	256,394
	Adult				
	Secondary Centers				
	Colleges				
14.0201 Computer and Console Operators	Adult	2	24	-0-	1,067
	Secondary Centers				
	Colleges				
	Adult				
14.0205 Programmers	Secondary Centers	2	47	-0-	-0-
	Colleges	48	805	8,517	41,320
	Adult				2,090
	Secondary Centers				361,583
14.0500 General Office Clerical	Colleges	3	133	-0-	-0-
	Adult				5,914
	Secondary Centers	1	18	5,127	25,376
	Colleges				
14.0600 Education Assistant	Adult				

Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE V

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO EMPLOYER NEEDS

Business and Office Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	T
14.0700 Stenographer, Secretarial, and Related Occupations	Secondary Centers	15	729	3,343	22,239	182,176
	Colleges	5	750	171,304	853,489	
	Adult	5	204	-0-	127,066	20,742
	Secondary Centers	17	776	4,286	23,848	336,167
14.9900 Other Office	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					

¹Center includes five postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

DISTRIBUTIVE EDUCATION GOALS AND FUNDING RATIONALE

The objectives of Distributive Education in Montana are to prepare students for entry level employment in marketing and distributive occupations, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level in Distributive Education. The curriculum is designed to provide instruction in the areas of Marketing, Merchandising, and Management and involves programs at the secondary and postsecondary levels of education.

All secondary level Distributive Education programs are currently classified as General Merchandising because they are all general in nature. This is unsatisfactory however, since General Merchandising is only one of a total twenty-two distributive occupations currently assigned Office of Education codes. Although there are common competencies needed for all distributive occupations, efforts will be made during fiscal year 1979 to individualize instruction to meet the needs of individual students and their chosen occupational areas of study.

Since data on expansion and replacement needs in General Merchandising is not available, the sum total of expansion and replacement needs for all distributive occupational areas has been taken into consideration. Using these figures, there is indication that formal secondary and postsecondary training programs can supply only 13.4% of the demand requirement. The obvious conclusion is that all areas of Distributive Education in Montana are greatly under supplied with trained workers.

Sex Fairness

Distributive Education programs currently achieve the closest male: female ratio of all secondary and postsecondary vocational education programs in Montana. Fiscal year 1977 enrollment figures (latest available data) indicate a 53 percent male to 47 percent female ratio at the secondary level. The ratio at the postsecondary level was 55 percent male to 45 percent female. The projection for fiscal year 1979 enrollments is a continuation of this pattern.

Coordination with Manpower Programs

Attempts will be made to coordinate the efforts of Distributive Education vocational education programs with manpower training programs, such as C.E.T.A., during fiscal year 1979.

Advisory Council Involvement

Strong functioning local advisory councils are vital to the maintenance of quality in existing programs. These councils can assist teacher-coordinators in the development of strong community support and in areas of program improvement and evaluation.

Student Organization

Distributive Education Clubs of America (DECA) will continue to be considered an integral part of the total Distributive Education program in Montana. Development of competency based learning activities will be continued along with the promotion of and appreciation for the free enterprise system in Montana. Nineteen programs at the secondary level had DECA chapters in fiscal year 1978 with 580 members. Three post-secondary programs have DECA chapters with 30 members enrolled.

Special Needs Population

Distributive Education will continue to mainstream special needs students into existing programs.

Fiscal Year 1979 Goals

1. A formal comprehensive team evaluation of 20 percent of the Distributive Education programs is projected to be accomplished during fiscal year 1979.
2. Emphasis will be made on maintenance of quality in all existing Distributive Education programs.
3. Regional workshops will be held for teacher-coordinators on establishment and utilization of local advisory councils.
4. Encouragement of teacher-coordinators to develop curriculum guidelines to derive maximum use of DECA chapter activities in aiding students in establishment and attainment of their occupational goals.
5. Initiate procedures leading toward the implementation of standards for program approval.

TABLE VI

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO THE FUTURE NEEDS

Distributive Education

GOAL CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENT	ATTENDING	GOALS
04.0800 Mid Management	Secondary Centers	13	1,754	3,810	39,287
	Colleges	2	160	30,188	150,372
	Adult				565,909
04.0800 General Merchandising	Secondary Centers	3	128	-0-	16,451
	Colleges				2,058
	Adult				
04.1400 Real Estate	Secondary Centers	1	45	-0-	-0-
	Colleges				2,000
	Adult				
04.9900 Other Distributive	Secondary Centers	2	103	-0-	87,895
	Colleges				-0-
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				

Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College.
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

HEALTH OCCUPATIONS EDUCATION

The primary goals of the Health Occupations Education program are to:

1. Prepare students for entry-level employment in the health industry;
2. Provide students with postsecondary training below the baccalaureate degree; and
3. Provide opportunities for employed workers or those wishing to reenter the industry to upgrade their skills.

Programs at both the secondary and postsecondary levels and at the adult level include laboratory experience and clinical training as integral aspects of the curriculum. Secondary programs not only provide the student with basic entry-level skills, but career knowledge necessary to assist the student in making an intelligent career choice. Two hundred and twenty students will be served in secondary health occupations programs and 971 in postsecondary programs.

Sex Fairness

Progress in eliminating sex-stereotyping in the Health Occupations Education area has been very limited, although extensive recruitment programs have been developed nationally. There is a definite need to upgrade guidance counselors' knowledge of the many career opportunities in the health care industry. Low wages in the aide, assistant and technician levels and the lack of training mobility has affected the recruitment of males into training programs. Career information needs to be revised to eliminate sex-stereotyping material.

Coordination with Manpower Programs

Manpower training students will continue to be slotted into the present postsecondary Health Occupations Education programs. This approach avoids the development of duplicate programs for separate clientele. There will be no consulting services in program or curriculum development of manpower training programs.

Advisory Council Utilization

All Health Occupations Education programs have organized local advisory councils. Secondary programs utilize their councils to identify clinical facilities for training stations for students, assist in public relations, provide recommendations regarding curriculum development or revisions, assist students who have completed their programs locate employment, and assist in identifying resource people for the classroom.

Postsecondary advisory councils are utilized in much the same manner as secondary advisory councils. But, in some instances, they also assist the director of the program in compiling the accreditation application for a specific program, and also assist the director of the center in identifying a need for new programs.

Vocational Industrial Clubs of America (VICA)

Student involvement in VICA is expected to drop with the elimination of the state-level VICA advisor for Health Occupations Education students. Affiliation with VICA first occurred in fiscal year 1977 for Health Occupations Education students with student organizational activities rapidly becoming integrated into the instructional programs. Due to their relatively new status, chapters tended to rely extensively on leadership from the state advisor. It is not known at this time how many chapters and students will continue their membership in VICA.

Fiscal Year 1979 Goals

1. The present Health Occupations Education program will be supported by providing part-time Health Occupations Education consultative services.
2. A minimum of 20 percent of Health Occupations Education programs will be evaluated during fiscal year 1979.
3. The present Health Occupations Education division of Montana's Vica organization will be provided necessary information and support services.
4. Appropriate resources and direction will be provided by the Department of Vocational Education to the Practical Nurse Educators so they will remain current in trends in nursing and a viable element in planning nursing delivery systems for Montana.
5. Develop an improved process for the approval and certification of vocational education instructors.
6. Initiate procedures for the implementation of new program standards.

TABLE VII

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO POPULAR NEEDS

Health Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLEES	ALLOCATIONS	
				F	S
07.0101 Dental Assistant	Secondary Centers	1	48	15,714	77,947
	Colleges				
	Adult				
	Secondary Centers				
07.0301 Associate Degree Nurse	Colleges	2	207	-0-	171,133
	Adult				27,859
	Secondary Centers	5	260	95,320	473,359
	Colleges	1	40	-0-	32,596
07.0302 Practical Nurse	Adult				5,306
	Secondary Centers	1	12	20	251
	Colleges	2	74	15,763	78,193
	Adult	3	95	-0-	-0-
07.0503 Nursing Assistant (Aide)	Secondary Centers	1	17	5,072	25,103
	Colleges				
	Adult				
	Secondary Centers	1	23	8,187	40,575
07.0305 Surgical Technology	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
07.0903 Inhalation Therapy Technology (Respiratory)	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				

¹Center includes five postsecondary vocational technical centers.

Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs.

SOURCE OF DATA: Office of Public Instruction Enrollment Figures.

TABLE VII

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO POWER NEEDS

Health Education

O.C. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	Allocation	
				F	S
07.0907 Medical Emergency Technician	Secondary Centers				
	Colleges				
	Adult	1	37	-0-	1,645
	Secondary Centers	2	83	317	2,279
07.9900 Other Health	Colleges				52,250
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				

Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College.

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE: OIAA: Office of Public Instruction Enrollment Figures

TRADE AND INDUSTRIAL EDUCATION

Primary objectives of Trade and Industrial Education in Montana are to prepare students for entry into employment, and to upgrade the skills of employed workers in fields of work classified as trade and industrial, such as Auto Mechanics, Carpentry, Electronics and many others. The curriculum is built around the skills and knowledge needed on the job and also provides for the development of safety judgment, trade ethics, personal traits, and leadership abilities.

Secondary programs are conducted primarily for students in grades 11 and 12 who will be equipped with minimum entry-level skills upon completion. Trade and Industrial Education programs serve as the top end of an overall industrial education sequence that includes Industrial Arts. Industrial Arts Education begins at the elementary level and provides awareness of industry and occupations, leads to exploratory experiences using the materials, processes, and tools involved, and may provide prevocational experiences through specialized instruction similar to the basics of Trade and Industrial courses.

The key elements that distinguish secondary Trade and Industrial programs from the specialized Industrial Arts programs are:*

1. Vocational objectives;
2. Content derived from job requirements;
3. Facilities and equipment similar to that encountered on the job;
4. Scheduling of block periods to allow time for indepth instruction;
5. Instructors with trade experience and vocational coursework; and
6. Integration of vocational student organization activities into the program.

Industrial Arts programs may be approved for funding under federal regulations requiring certain factors if they "assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced Trade and Industrial or Technical Education programs." Industrial Arts programs that may meet requirements for approval will be identified during fiscal year 1979, although funding from state and federal sources is not expected to be available until fiscal year 1980. Guidelines will be developed and sent to local districts prior to their preparing applications for fiscal year 1980 projects.

*These elements are not necessarily related to funding or project approval.

Postsecondary Trade and Industrial Education is conducted at the state's five vocational-technical centers, three community colleges, and one four-year institution which conducts certificate and associate degree programs as well as trade and industrial teacher education. State and federal vocational funding of regular postsecondary programs is limited to the vocational-technical centers. These centers offer programs in seventeen different occupational headings from Air Conditioning to Watchmaking. Students may prepare for employment, upgrade skills, learn new skills, or cope with educational handicaps during training.

Adult programs of Trade and Industrial Education are offered by many schools in Montana to provide upgrading of skills and preparation for employment. State and federal funding is not expected to be available during fiscal year 1979 at the adult level, but program consultative assistance is offered to encourage continuity of adult programs.

Related instruction for apprenticeship programs is conducted jointly by local districts and the Joint Apprenticeship and Training Councils in the community. Facilities, equipment and, in many cases, instructors are supplied by schools with costs shared by the Joint Apprenticeship and Training Councils. Record keeping for apprentices is handled by the State Apprenticeship Bureau. The state staff consultant for Trade and Industrial Education serves as an ex officio member of the State Apprenticeship Council. Procedures for funding of apprenticeship programs are the same as for other adult vocational programs. Funding from state and federal sources for apprenticeship programs is not projected for fiscal year 1979 due to severe funding constraints.

Trade and Industrial Teacher Education is conducted at Northern Montana College. Funding from federal sources is provided upon approval of applications submitted for projects which meet specific objectives.

Sex Fairness

On-site visitations at secondary and postsecondary Trade and Industrial Education programs indicated progress in decreased sex-stereotyped attitudes that have traditionally adversely affected female student enrollments. A method to more effectively identify problems as well as accomplishments in the sex fairness area will be developed during fiscal year 1979.

The focal point for efforts to eliminate sex-bias will be the exploratory courses offered in Industrial Arts Education at grades 7 through 10 in fiscal year 1979. These courses will be prerequisites to grades 11 and 12 courses and will assist students in narrowing their occupational choices prior to enrolling in Trade and Industrial Education programs. It is important to allow both male and female students to have the

opportunity to gain insight into the broad aspects of an occupational field before choosing an area of specialized training. The key point is that Trade and Industrial male:female ratios will be the result of individual student choice, but these choices may be affected by sex-stereotyping in prerequisite courses. Success at the secondary level should also help to erase attitudinal barriers affecting male:female ratios at the postsecondary level.

A study of postsecondary conditions with respect to sex fairness in Trade and Industrial programs will be developed by state staff consultants for Trade and Industrial Education and Human Potential Development during fiscal year 1979.

Coordination with Manpower Programs

Trade and Industrial Education programs at the postsecondary level enjoy good working relationships with agencies such as the Governor's Employment and Training Council (CETA), Employment Security Division and local Job Service offices. Secondary programs need to improve their liaison with employment agencies to further aid students in job placement. Since employers do not make high use of secondary schools when seeking job applicants, the schools need to stress how students can seek and obtain jobs on their own.

Advisory Council Involvement

All Trade and Industrial programs have local advisory committees to assist in the development of applications, planning, evaluation, public relations, placement, and other aspects of the program. Involvement has increased, particularly in the area of evaluation. Local advisory committee members have been asked to serve as members of evaluation teams during vocational education evaluations being conducted on a five-year timetable. A second area of increasing involvement is that of assistance in student activities, such as local "Skill Olympics," which are staged as part of the local Vocational Industrial Clubs of America program.

Special Needs

Sixteen schools during fiscal year 1978 conducted Trade and Industrial related programs designed to meet the specific problems of disadvantaged students. Ten of those programs allowed students to pursue skills from instruction that would not otherwise have been available in their isolated rural setting. Two Special Disadvantaged programs provided prevocational training to students in economically depressed areas. Two Indian Reservations initiated vocational Building Trades instruction through special needs funding. Programs similar to these will be developed during fiscal year 1979 with the assistance of the state staff Consultants for Special Vocational Needs and Trade and Industrial Education.

Vocational Industrial Clubs of America (VICA)

Continued growth is expected for Montana's VICA association as more instructors implement programs intended to complement their instructional programs. As an integral part of the program, VICA activities provide a means for developing traits that make students better employees, citizens, and leaders in their chosen occupational fields. The VICA program not only strengthens instruction in the skills and knowledge required for employability, but is successful in shaping desirable attitudes as well. Over 400 secondary and postsecondary students are now involved in VICA throughout Montana.

Montana's Board of Public Education, in its capacity as board for vocational education, includes in its policies language that affirms support for vocational student organizations. Policy 309.3 states, "Vocational student organizations shall be encouraged as an integral part of vocational education instructional programs in public schools for the purpose of complementing and enriching instruction." The Consultant for Trade and Industrial Education will devote effort in keeping with this policy during fiscal year 1979.

Major Goals for Fiscal Year 1979

1. Evaluate 20 percent of the Trade and Industrial programs.
2. Develop program guidelines and procedures for approvable Industrial Arts programs; revise requirements for Trade and Industrial programs.
3. Develop a curriculum guide for Trade and Industrial Education programs.
4. Increase student participation in the Vocational Industrial Clubs of America by encouraging greater use of activities as an integral part of instruction.
5. Develop inservice activities for postsecondary instructors and continue regional industrial education meetings.
6. Develop an improved process for the approval and certification of vocational education instructors.
7. Study and develop alternative funding systems for secondary programs for possible implementation in fiscal year 1980.
8. Assist the Human Potential Development Consultant in working to promote sex fairness in Trade and Industrial Education by developing the items described under "Sex Fairness" in this narrative.
9. Initiate procedures for the development of new program standards.

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO HYPODER NEEDS

Trade and Industrial Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	T
17.0100 Air Conditioning	Secondary Centers	11	342	2,147	13,237	143,303
	Colleges	1	55	11,142	55,244	
	Adult	1	48	-0-	-0-	2,134
	Secondary Centers	2	80	24,604	122,101	
17.0301 Body and Fender Repair	Colleges	1	21	-0-	25,960	4,226
	Adult	1	57	-0-	-0-	2,535
	Secondary Centers	3	232	55,035	273,213	
	Colleges	2	89	-0-	41,020	6,677
17.0302 Auto Mechanics	Adult	9	241	-0-	-0-	10,716
	Secondary Centers	1	66	19,783	98,156	
	Colleges					
	Adult					
17.0400 Aviation Occupations	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
17.0500 Blueprint Reading	Colleges	2	56	-0-	-0-	2,490
	Adult					
	Secondary Centers					
	Colleges					
17.0900 Commercial Photography Occupations	Adult	1	56	-0-	-0-	2,490
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO HANDPOWER NEEDS
Trade and Industrial Education

O.U. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	I
17.1001 Carpentry	Secondary Centers	5	205	1,024	6,578	62,007
	Colleges	1	59	17,896	88,781	
	Adult	8	260	-0-	-0-	11,560
17.1002 Electricity	Secondary Centers					
	Colleges					
	Adult	4	117	-0-	-0-	5,202
17.1003 Heavy Equipment Operation and Maintenance	Secondary Centers	1	36	14,341	71,131	
	Colleges	2	20			889
	Adult	7	191	-0-	-0-	8,495
17.1099 Other Construction and Maintenance	Secondary Centers					
	Colleges					
	Adult					
17.1100 Custodial Service	Secondary Centers	2	51	-0-	-0-	2,267
	Colleges					
	Adult					
17.1200 Diesel Mechanics	Secondary Centers	2	120	23,806	118,135	
	Colleges	1	38	-0-	25,960.55	4,226
	Adult	1	3	-0-	-0-	154

Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO POWER NEEDS

Trade and Industrial Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	I
17.1200 Truck and Coach Mechanics	Secondary Centers	1	28	10,194	50,536	
	Colleges					
	Adult					
	Secondary Centers	1	25	3	418	3,816
17.1300 Drafting Occupations	Colleges	2	53	5,199	25,736	
	Adult	4	195	-0-	-0-	8,670
	Secondary Centers	1	45	14,922	74,018	
	Colleges					
17.1400 Electrical Occupations	Adult					
	Secondary Centers	1	33	11,620	57,616	
	Colleges					
	Adult	5	126	-0-	-0-	5,602
17.1500 Electronic Occupations	Secondary Centers	1	20	6,841	33,887	
	Colleges					
	Adult					
	Secondary Centers	2	44	13,754	67,921	
17.2100 Instrument Maintenance and Repair (Watchmaking)	Colleges					
	Adult					
	Secondary Centers	2	42	-0-	-0-	1,867
	Colleges					
17.2302 Machine Shop	Adult	2				
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

Trade and Industrial Education

O.L. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLEES	ALLOCATIONS		
				F	S	I
17.2305 Sheet Metal	Secondary Centers					
	Colleges					
	Adult	6	59	-0-	-0-	2,623
	Secondary Centers	4	1,120	1,289	22,047	123,593
	Colleges	4	205	61,422	305,019	
17.2306 Welding and Cutting	Adult					
	Secondary Centers					
	Colleges	2	35	-0-	25,961	4,226
	Adult					-
	Secondary Centers					
17.2602 Cosmetology	Colleges					
	Adult					
	Secondary Centers					
	Colleges	2	40	-0-	25,960	4,225
	Adult					
17.2801 Fireman Training	Secondary Centers					
	Colleges					
	Adult	1	2,150	-0-	140,421	9,559
	Secondary Centers					
	Colleges	1	20	-0-	13,308	2,166
	Adult					

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

Trade and Industrial Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS	
				F	S
17.2900 Quantity Food Occupations	Secondary Centers	1	30	8,971	44,467
	Colleges				
	Adult	2	40	-0-	-0-
	Secondary Centers	2	48	16,154	80,138
	Colleges				
	Adult	5	205	-0-	-0-
17.3100 Small Engine Repair	Secondary Centers	25	4,950	15,654	155,667
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
17.9900 Other Trades & Industry	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				

¹Center includes five postsecondary vocational-technical centers.
 Colleges includes three community colleges and Northern Montana College
 Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TECHNICAL EDUCATION

Technical Education objectives are generally the same as for Trade and Industrial Education programs. Though the technical program may cover the same subject areas as many other vocational fields, the content stresses the underlying mathematical and scientific principles involved. Technical Education graduates work in direct support of professional persons at a level between semi-skilled and professional. They are involved in analysis, design, testing and experimentation - functions usually not the primary tasks of Trade and Industrial or other vocational graduates.

Technical Education programs in Montana are two years in length and are conducted only at the postsecondary level. Funded programs are located at Butte Vocational-Technical Center, Helena Vocational-Technical Center and Missoula Vocational-Technical Center; and include Civil Engineering Technology, Electrical Technology, Industrial Electronics Technology and Electro-Mechanical Technology.

Other aspects of Technical Education programs are the same as explained in the Trade and Industrial Education narrative.

TABLE 1X

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO EMPLOYMENT NEEDS

Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	T
16.0103 Architectural Technology	Secondary Centers					
	Colleges	1	18	-0-	23,145	3,767
	Adult					
	Secondary Centers	1	26	7,300	36,169	
16.0106 Civil Technology	Colleges	2	38	-0-	17,804	2,890
	Adult					
	Secondary Centers	1	38	12,390	61,445	
	Colleges	1	12	-0-	23,145	3,767
16.0107 Electrical Technology	Adult					
	Secondary Centers	1	70	24,735	122,752	
	Colleges	1	33	-0-	15,001.24	1,910.84
	Adult					
16.0108 Electronic Technology	Secondary Centers					
	Colleges	1	9	-0-	23,145	3,767
	Adult					
	Secondary Centers	1	70	22,514	111,716	
16.0113 Mechanical Technology	Colleges					
	Adult					
	Secondary Centers	1	70			
	Colleges					
16.0603 Forestry Technology	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE IX
SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

Technical Education

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS	
				F	S
16.9900 Other Technical	Secondary Centers				
	Colleges	2	40		
	Adult			-0-	7,536
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
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	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				

Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

WAGE EARNING HOME ECONOMICS EDUCATION GOALS AND RATIONALE

The objectives of Wage Earning Home Economics Education are to prepare students for entry-level employment in Home Economics Occupations, to provide students with postsecondary training below the baccalaureate level, and to upgrade the skills of employed workers.

The number of secondary schools providing training in Wage Earning Occupations appears to have stabilized at fourteen. Enrollments in the occupations programs have widely fluctuated with an overall fiscal year 1979 enrollment projected at 870.

Two secondary schools plan to provide advanced programs in the area of Child Care services, with an increased enrollment of 30 students. Two teachers reported high job placement success, with students gaining employment as Child Care Aides in Day Care Centers, Head Start Programs, and in private day care homes.

Two secondary schools plan to offer Interior Designer Aide programs in coordination with Drafting and Carpentry programs in fiscal year 1979. Students will work cooperatively in the interior design of a student-built home. One secondary school plans to add a Home and Institutions Services program where students will be working with elderly persons in their homes or residential institutions.

Sex Fairness

Food Service classes have the closest male:female ratios of all student enrollments within Wage Earning Home Economics Education programs. This trend is projected to continue for fiscal year 1979.

Advisory Council Involvement

All fourteen secondary Wage Earning Home Economics Education programs have advisory councils. Three Child Care Services programs have their own specific councils; eight programs have councils combined with Consumer and Homemaking Education; three programs are served by the overall community Vocational Education Advisory Council. All councils are active and teachers state that councils have assisted with curriculum planning, suggested community resource persons and have assisted with building and remodeling programs.

Special Needs

Mainstreaming special needs students in regular Wage Earning Home Economics Education programs has been successful. However, teachers have indicated their need for inservice training to better understand the learning problems of these students and to become more familiar

with resources available in their communities to increase the effectiveness of their programs. An inservice training program will be planned in cooperation with state Consultants for Special Needs and Home Economics and the Department of Home Economics at the University of Montana. A bulletin on teaching methods and resources will be developed and distributed upon request to teachers with special needs students in their programs.

Future Homemakers of America (FHA)

Future Homemakers of America is the national and state vocational student organization for students who have taken, or are taking Home Economics or Home Economics Related Occupations classes. There are two types of chapters serving members' needs: FHA Chapters for students in Consumer-Homemaking and HERO Chapters for students in vocational preparation for Home Economics Related Occupations. The organization seeks to:

" . . . help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement."¹

During fiscal year 1979 it is anticipated that the state organization will have 93 affiliated FHA chapters and 2 HERO chapters with a membership of 2150. Included in this membership will be 1935 female students, 125 male students and 90 advisers (adults).

Activities of Montana FHA chapters will continue to focus on projects that are based on student concerns and interests. These projects will be concerned with activities in careers, aid to the elderly, child development, birth defects and nutrition. Chapters emphasize personal growth of members and the individual's desire to work toward change and improvement in the home, school and community.

Home Economics instructors will continue to provide support and coordination between classroom and FHA/HERO activities in Montana.

Fiscal Year 1979 Goals

1. Encourage Wage Earning Home Economics Education teachers to work more closely with their local Employment Security Officers in developing programs that meet community employment needs as well as meeting student interests and needs.
2. Provide information and inservice training for teachers with wage earning classes at the secondary level to better understand the Manpower Concentrated Employment Training Program so that efforts can be better coordinated from secondary to postsecondary occupational training.

¹FHA Chapter, Basics of Organizing, Future Homemakers of America.

3. Work with vocational guidance counselors in both secondary and postsecondary schools to encourage the enrollment and participation of Indian students in Wage Earning Home Economics Education programs.
4. Evaluate twenty percent of all Wage Earning Home Economics Education programs.
5. Provide inservice training for Wage Earning Home Economics Education teachers who have special needs students enrolled in their programs.
6. Initiate procedures for the development of new program standards.

TABLE X

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

Home Economics Occupational Preparation

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS	
				F	S
09.0201 Care and Guidance of Children	Secondary Centers	3	236	568	5,451
	Colleges				96,870
	Adult				
09.0202 Clothing Management, Production, and Service	Secondary Centers	3	116	134	2,283
	Colleges				12,378
	Adult				
09.0203 Food Management, Production, and Service	Secondary Centers	1	25	74	632
	Colleges				7,379
	Adult				
09.0299 Other Home Economics Occupational Preparation	Secondary Centers	4	268	584	6,117
	Colleges				84,006
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

HUMAN POTENTIAL DEVELOPMENT

HUMAN POTENTIAL DEVELOPMENT GOALS AND FUNDING RATIONALE

The implementation of Title IX in Montana public school systems has substantially improved the accessibility of vocational education instruction to students of both sexes. Scheduling remains a critical area in many small rural schools which traditionally schedule female vocational subjects, such as Consumer and Homemaking courses, opposite traditionally male courses, such as Trade and Industrial Education courses. Increasing flexibility in scheduling patterns involves factors such as availability of classroom space and teacher time.

Male and female students are now participating in all areas of vocational education, although not always in equal proportion. Consumer and Homemaking, Distributive, Business and Office, and Agriculture all boast substantial integration. Males have been slower to enter the Health Occupations area, and females are participating in low numbers in the Trade and Industrial and Technical Education areas. This situation can be less attributed to equal access than to attitudinal sets on the part of students from their interaction with parents, peers, and overall social pressure to become involved in traditional occupational areas.

The Human Potential Development Consultant will seek to increase awareness of social and cultural expansion of individual choice for all students in fiscal year 1979. The Consultant will work with student attitudes; guidance counselor career planning tools and methodologies; administrative recruitment of students in nontraditional educational areas; teacher selection of non-biased curriculum materials and methodologies; employer hiring practices and attitudes; and parent-community acceptance of changing values, life roles, and career opportunities.

The overall Office of Public Instruction position as to sex-bias will be one of fostering awareness of bias and sex-role stereotyping; of collecting and analyzing data on the current educational and occupational status of students, teachers, and administrators; of seeking to resolve identified problem areas; of working with state and community agencies and groups to expand and improve the vocational opportunities available for all Montanans; and to be an advocate for basic human rights.

HUMAN POTENTIAL DEVELOPMENT
FISCAL YEAR 1979 GOALS AND ACTIVITIES

A. Create awareness of activities attempting to reduce sex bias.

1. OBJECTIVE: Take action to publicize Montana vocational education programs which are effective examples of coeducational learning experiences to other vocational educators and parent/community groups.

ACTIVITIES:

- a. Work with state-level program consultants in reviewing program applications for evidence of efforts to eliminate sex-bias/sex-stereotyping.
- b. Visit and observe programs at postsecondary vocational technical centers, secondary schools, adult learning centers, etc.
- c. Produce materials in coordination with Montana Advisory Council for Vocational Education and public information personnel to publicize exemplary projects to schools, student organizations, and local media, such as radio, television, and newspapers.

2. OBJECTIVE: Develop method for public distribution of federal requirements, state sex-fair legislation, and policy development for sex fairness in vocational education as outlined in the Five Year Plan for Vocational Education in Montana.

ACTIVITIES:

- a. Make personal contacts with center directors, teacher-educators, counselor-educators and key school administrators.
- b. Publish articles in "Montana Schools" and other appropriate statewide newsletters.

3. OBJECTIVE: Establish a sex-equity advisory council to assist the Human Potential Development Consultant in planning and developing an effective program.

ACTIVITIES:

- a. Select representatives from the following groups to serve on advisory council:

Status of Women Council
Vocational Education teacher-educators

Business and Industry
 Employment Security Division of the Department
 of Labor and Industry
 Equal Employment Opportunity Office of the
 Department of Labor and Industry
 Human Rights Bureau of the Department of
 Labor and Industry
 Equal Learning Opportunities Program of the
 Office of Public Instruction
 Governor's Employment and Training Council
 Person at large from community
 Vocational Education students

4. OBJECTIVE: Make resource materials available to interested individuals and groups.

ACTIVITIES:

- a. Distribute a list of resource materials available from the Office of Public Instruction and bibliographies of additional materials available from other sources.

5. OBJECTIVE: Develop an overall plan of action for promoting equal vocational education opportunities.

ACTIVITIES:

- a. Coordinate the development of individual action plans for each program area with state-level program consultants and generate ideas to be used by them in the field.
- b. Make presentations on nontraditional occupational opportunities upon request to youth organizations, student groups, and women's groups.

6. OBJECTIVE: Assist the State Board of Public Education in publicizing public hearings on the fiscal year 1979 Annual Plan for Vocational Education in Montana.

ACTIVITIES:

- a. Inform women's advocacy organizations and other interested persons about public hearings on the annual plan for fiscal year 1979 so that issues involving equal vocational opportunities are properly addressed.

- B. Gather, analyze, and disseminate data on status of male and female students and vocational education employees.

1. OBJECTIVE: Secure information concerning male/female enrollment patterns in individual program areas, and male/female employee status at instructional and administrative levels at secondary, postsecondary, adult levels, and teacher-educator institutions.

ACTIVITIES:

- a. Support ongoing efforts of cooperative project between Office of Public Instruction, State Occupational Information Coordinating Committee, Governor's Employment and Training Council and Montana Bureau of Labor Statistics.
- b. Request copies of all relevant information produced by those groups.
- c. Assure that data collected is disseminated to Montana Advisory Council for Vocational Education, Board of Public Education, local educational agencies, and other interested groups.

- 2. OBJECTIVE: Develop ongoing system for collection of data.

ACTIVITIES:

- a. Review program applications, evaluation forms, and enrollment forms for inclusion of male/female data collection categories at student and employee levels for all programs.
- b. Review college/university forms and include male/female data collection category for all programs.

C. Develop and support actions to correct problems.

- 1. OBJECTIVE: Recommend specific solutions to inequities identified by activities described in Section (B).

ACTIVITIES:

- a. Coordinate with program consultants solutions to problems brought to attention by gathering of statistical data.
- b. Support efforts of local school Equal Employment Opportunity and Title IX coordinators to implement Affirmative Action.

- 2. OBJECTIVE: Create awareness of Title IX complaint process.

ACTIVITIES:

- a. Confer with the Equal Learning Opportunities Office to assure that the local educational agencies are in compliance with Title IX and are aware of the complaint process.

- b. Become familiar with Title IX complaint process in order to respond to requests for information.

D. Review distribution of grants and contracts.

- 1. OBJECTIVE: Establish an ongoing process by which grants and contracts submitted to the Board of Public Education are reviewed to assure that interests of women are addressed in all projects assisted by vocational education funds.

ACTIVITIES:

- a. Work with Board of Public Education to establish process.
- b. Establish criteria for review of grants and contracts.
- c. Develop appeal procedure for grants/contracts not funded for reasons of noncompliance.

- 2. OBJECTIVE: Disseminate information concerning awarding of grants and research projects to interested parties. (Sec. 104.793, 130 funds)

ACTIVITIES:

- a. Distribute information concerning types of grants and research monies available through correspondence to local educational agencies and encourage participation in securing money from these funds for projects and programs to eliminate sex-bias/sex-stereotyping.

E. Review all Vocational Education programs for sex-bias.

- 1. OBJECTIVE: Develop an ongoing program evaluation process to review all vocational education programs in the state for sex-bias.

ACTIVITIES:

- a. Confer with Planning, Development, and Evaluation Division of the Office of Public Instruction to develop guidelines for state-level program consultants to utilize in reviewing program applications.
- b. Provide technical assistance to program evaluation teams to assure that the problem of sex-bias and sex-stereotyping is fully addressed in all vocational education programs.

F. Monitor implementation of laws prohibiting sex-bias in hiring, firing, and promotion.

1. OBJECTIVE: Review procedures for hiring, firing and promotion within Office of Public Instruction.

ACTIVITIES:

- a. Secure position on Office of Public Instruction Affirmative Action Committee.
- b. Meet regularly with Equal Employment Opportunity of the Office of Public Instruction officer to review office procedures and practices.
- c. Attend workshops to become familiar with legislation on hiring, firing, and promotion policies and procedures.
- d. Cooperate with Title IX consultant in Office of Public Instruction and Human Rights Division Administrator in Department of Labor and Industry to review implementation of laws, policies and procedures.

G. Assist local educational agencies in improving vocational education opportunities for women.

1. OBJECTIVE: Develop methods and provide technical assistance to improve quality in vocational education programs in secondary schools and postsecondary vocational technical centers.

ACTIVITIES:

- a. Visit postsecondary vocational technical centers and confer with administrative staff to review total programs to assure equal access in all classes.
- b. Review materials and strategies utilized by counselors to stress importance of availability of bias-free career planning opportunities for all students.
- c. Assist center directors in providing inservice training for staff in classroom strategies and bias-free attitudes in classroom planning.
- d. Stress the need for promotional and recruitment materials to be free from sex-bias and sex-role stereotyping.
- e. Develop activities to create awareness of sex-bias and sex-role stereotyping and make presentations upon request to students, instructional, and administrative staff.

- H. Make information under this section available to Board of Public Education, the Montana Advisory Council for Vocational Education, National Advisory Council for Vocational Education, Status of Women Advisory Council, U.S. Commissioner of Education, and other interested individuals.

1. OBJECTIVE: Supply appropriate information on the state of vocational education as it relates to the elimination of sex-bias and sex-stereotyping to various boards and agencies mentioned above.

ACTIVITIES:

- a. Make presentations to various boards and agencies at regular meetings throughout the year concerning evaluations and review of programs.
- b. Disseminate collected information on request to interested individuals.

- I. Review self-evaluations required by Title IX.

1. OBJECTIVE: Develop plan for increasing awareness of Title IX self-evaluation and implications for vocational education.

ACTIVITIES:

- a. Work closely with Title IX Coordinator of the Office of Public Instruction and Striving for Equality in Education Institute, Rocky Mountain College, Billings, to develop effective review process.
- b. Participate in selected regional Title IX evaluation workshops.
- c. Include review of Title IX self-evaluation when evaluating a local vocational education program.

- J. Review and submit recommendations prior to submission of Fiscal Year 1980 Annual Plan for Vocational Education to U.S. Commissioner of Education.

1. OBJECTIVE: Provide an outline of projected objectives and activities for the position of Human Potential Development Consultant for inclusion in each Annual Plan.

ACTIVITIES:

- a. Review annual plans of selected states to insure inclusion of new directions.

2. OBJECTIVE: Obtain input from variety of sources for Fiscal Year 1980 Annual Plan for Vocational Education.

ACTIVITIES:

- a. Participate in public hearings and review recommendations for modifications of plan.
- b. Participate in development and review of fiscal year 1980 Annual Plan.

3. OBJECTIVE: Review provisions in Five Year Plan for Vocational Education in Montana and make annual amendments as appropriate.

ACTIVITIES:

- a. Compare state plans in six-state regional area for similarities in policies, procedures, objectives, and activities in relation to sex equity in vocational education.
- b. Compile an annual progress report and make recommendations accordingly.

ADDENDUM

A summer Sex Equity Institute will be developed to train selected administrators, guidance counselors, and teachers to:

1. Examine personal attitude and behavioral patterns that perpetuate sex bias and stereotyping in school environment.
2. Develop methods for reviewing, evaluating, and revising sex bias curriculum, instructional materials, and classroom procedures.
3. Determine ways to promote and encourage the enrollment of both men and women into courses of study not traditional to their sex.
4. Develop a system of support and encouragement to retain students in non-traditional courses of study to assure completion and placement in employment.
5. Evaluation of career planning and occupational information materials, and review of available bias-free materials for counselors' use with students.

All travel, lodging, and per diem expenses will be paid for selected persons attending the institute. Additional monies will be made available to those persons who complete action plans within a three month period for developing and administering one or more of the following:

1. Inservice training for local teachers, counselors, and administrators in overcoming sex bias and stereotyping in personal attitudes and behaviors.
2. Evaluation of curriculum, instructional materials, and classroom procedures.
3. Development of recruitment and retention program to encourage enrollment of students into courses not traditional to their sex.
4. Evaluation of career planning/occupational information materials for sex bias and selection of bias-free materials for counselor/student use.
5. Collection of data on local and state occupational opportunities for persons training for jobs not traditional to their sex.

DISPLACED HOMEMAKERS

Several organizations across Montana have been involved in supplying a variety of services to persons who meet the criteria under PL 94-482, Section 120(b)(L). A workshop sponsored by the Human Potential Development Consultant, the Office of Public Instruction, was held February 8-9, 1978. Providers of services to displaced homemakers and representatives of client groups being served were convened to assess the needs of displaced homemakers, identify community services available, review federal and state legislation, explore employment and training opportunities, and discuss how services could be improved and expanded to respond to the needs identified.

The results indicated the following needs of displaced homemakers:

1. Identification with a support group;
2. Confidence building;
3. Personal counseling and vocational guidance;
4. Knowledge of occupational training and educational opportunities;
5. Day/night child care;
6. Health problems/abuse;
7. Physical isolation;
8. Transportation;
9. Discrimination; and
10. Job placement.

Agencies identified as effective vehicles to supply services to displaced homemakers included:

1. Job Service Centers
2. Women's Centers
3. Governor's Employment and Training Council
Department of Labor and Industry
4. County Extension Clubs
5. Vocational technical centers/local educational agencies
6. Women's Bureau

Suggestions as to how these tasks could be accomplished included:

1. Development of a women's employment network;
2. Provision of inservice training in the special problems of displaced homemakers; and the area of career planning/vocational counseling for counselors in local Job Service Centers, local educational agencies, and county extension offices;
3. Expansion of services offered by the Women's Bureau, Department of Labor and Industry;
4. Expansion of services offered in local women's centers;

5. Addition of Women's advocate/employer relations personnel in Job Service Centers;
6. Job development;
7. Addition of vocational guidance counselors in women's centers; and
8. Development of a continuing education program for women.

Two pressing needs expressed by workshop participants were (1) geographical isolation in Eastern Montana, where problems are evident and services few; and (2) the problem of emotional isolation of persons unable to identify with the term "displaced homemakers."

Funds from Section 120, PL 94-482 were allocated in 1978 to convene participants for this workshop. A similar workshop will be convened in the spring of Fiscal Year 1979 and will focus on the review and evaluation of progress made in local community service delivery systems.

Information gleaned from this effort will be relayed to the Counseling Needs Research Project by the Human Potential Development Consultant.

The State Board of Public Education shall fund programs in accordance with the policies and procedures described in its approved five year state plan pursuant to Section 104.187(b), to assess and meet the needs of the groups described in Section 104.621. These programs shall include:

- (1) Organized educational programs necessary to prepare these special groups for employment, including the acquisition, maintenance, and repair of instructional equipment;
- (2) Special courses preparing these individuals in how to seek employment; and
- (3) Provision of placement service for the graduate of these programs.

DISADVANTAGED AND HANDICAPPED

GOALS AND FUNDING RATIONALE FOR SPECIAL
DISADVANTAGED/DISADVANTAGED AND HANDICAPPED PROGRAMS

Special Disadvantaged (Section 140) Funds

Many secondary schools which are located in areas of high unemployment and high dropout rates lack vocational training programs due to high start-up and equipment costs. Those schools in which vocational programs do exist, frequently lack the funds to upgrade existing programs. To overcome these obstacles, Special Disadvantaged Funds will be used to fund two projects each year in which disadvantaged youth in areas of high dropout rates and/or high unemployment rates may acquire entry-level employment skills. School districts will be encouraged to form consortiums in order to share facilities, resources, and equipment where it is geographically feasible. Funding for these projects will be limited to one-year duration and will be designated to meet up to 100% of the start-up costs involved. Each district or consortium of school districts that receives funding for the training program in its area will be required to make prior assurance to continue local funding of the program for an additional three years following the withdrawal of state vocational education support. The agreement will be qualified, however, by a statement that such an assurance is based on the program meeting certain requirements during an evaluation to be completed at the end of the first year by various parties involved. Two Special Disadvantaged projects will be started in fiscal year 1979.

St. Regis, Superior, and Alberton High School Districts have formed a consortium to upgrade Trade and Industrial, Consumer and Homemaking, and Business and Office Education programs. The \$40,000 project will provide upgraded vocational education services for 132 secondary students.

White Sulphur Springs, located in a high unemployment area, will utilize \$40,000 of funds to upgrade Consumer and Homemaking, Trade and Industrial, and Business and Office Education programs. Seventy-three students will be served by this project.

Disadvantaged Programs Funded with Set-Aside Monies

Meeting the vocational education needs of disadvantaged students in rural areas of Montana continues to be high on the list of Special Needs priorities. During fiscal year 1979, an effort will be made to identify all individual disadvantaged students throughout the state. A survey instrument, with the definitions of disadvantaged clearly outlined, will be sent to each secondary district in the state. Data gathered from this survey will be used to assist each local district in determining its need for programs to serve disadvantaged students. Existing Title I data will be incorporated into the identification

instrument for the disadvantaged. Technical assistance will be provided by the Special Needs Consultant in the development of assessment programs in local districts to determine vocational education needs of disadvantaged students. Once the aptitudes and interests of the individual disadvantaged student are determined, programs can then be designed to meet these individual needs.

A cooperative arrangement has been arrived at between the Special Education Department of the Office of Public Instruction and the Department of Vocational and Occupational Education whereby Special Education will provide state matching funds to support vocational education programs for handicapped or disadvantaged students. Programs to support the "Mainstreaming" concept will be written and implemented during fiscal year 1979.

The following programs are projected to serve disadvantaged students during fiscal year 1979:

1. Lodge Grass High School on the Crow Indian Reservation will continue to provide vocational agriculture training to disadvantaged youth. Lodge Grass is an agricultural community in an area of high unemployment and has a high student dropout rate. The total reimbursable excess costs of the program is \$14,733 to serve 65 disadvantaged students.
2. Helena High School will continue to provide business related training and Consumer and Homemaking education to unwed mothers residing in the district. Students from this program, because of pregnancy, have terminated their education without salable skills. This program offers them the opportunity to gain both the skills necessary for employment and to learn the skills necessary for running their own households and caring for their own children. The total reimbursable excess costs of this program will be \$35,750 to serve a student population of 62.
3. Small Engine Repair, Home Maintenance, and Business and Office Practices will continue to be offered to disadvantaged students in the Opheim-Peerless-Nashua shared project. The reimbursable excess costs for this program will be \$23,000 to serve a total of 136 students.
4. Hardin high School will continue to provide special vocational guidance to disadvantaged students. The reimbursable excess costs for this program will be \$15,973 to serve a total of 85 students.

5. Brockton School District No. 55F will be the fiscal and coordinating agency responsible for a disadvantaged secondary program on the Northern Cheyenne and Fort Peck Indian Reservations. This program will offer training in the areas of Health Occupations, Building Trades, and Business and Office Practices. Thirty disadvantaged students will participate in the program in which the excess reimbursable costs will be \$22,500.

Handicapped Projects for Fiscal Year 1979

1. The Montana School for the Deaf and Blind is projected to receive funds of approximately \$15,957 for providing interpreters, notetakers, and tutors for 43 deaf and blind students enrolled in Great Falls High School Vocational Education programs.
2. Warm Springs State Hospital will offer vocational education in the areas of Business and Office Practices, Automotive, Carpentry, and Consumer and Homemaking Education to 395 secondary and adult students. The estimated excess costs of this project are \$112,000, of which up to 50% or \$56,000 is expected to be reimbursable.
3. The prevocational Food Service, Construction, and Horticultural Education areas of the Warm Springs Children's Unit are projected to be funded at not more than 50% (\$33,000) of the total excess costs which are \$66,000. Sixty secondary students are expected to be served by this project.
4. Butte High School will continue to provide prevocational instruction to 100 individually identified handicapped students. The excess costs are \$90,000, of which \$45,000 will be reimbursable.
5. Flathead High School has developed a mainstreaming program for 28 secondary individually identified students. The tutorial services provided by this program will be on a three-to-one ratio. This student-teacher ratio increases the success factor considerably. The reimbursable excess costs for this project will be \$25,000.
6. The Prevocational Adult Learning Center in Billings provides necessary deficiency upgrading and remediation for handicapped students. This program will serve approximately 325 students throughout the community, vocational technical center, and secondary schools in the Billings area. The reimbursable excess costs of this program are \$29,500.

TABLE XI **

SECTION 140: SPECIAL DISADVANTAGED PROJECTS FISCAL YEAR 1979 SET ASIDE FUNDS

O.E. CODE	PROGRAM	SECONDARY		CENTERS		ADULT		FUNDS		
		Enroll-ments	No. of Prog.	Enroll-ments	No. of Prog.	Enroll-ments	No. of Prog.	Federal	State	Local
	St. Regis, Alberton, Superior Trade & Industrial									
	St. Regis, Alberton, Superior, Home Economics									
	St. Regis, Alberton, Superior Business & Office	132	1					40,000		
	White Sulphur Spgs.	73	1					40,000		

**Note: Figures on this table include \$1,992 carryover funds from FY 1978.

TABLE XII *

DISADVANTAGED PROJECTS FISCAL YEAR 1979 SET ASIDE FUNDS

O.E. CODE	PROGRAM	SECONDARY		CENTERS		ADULT		FUNDS		
		Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Enroll- ments	No. of Prog.	Federal	State	Local
01.0100	Lodge Grass H.S. Vocational Agriculture	65	1					14,733		14,733
14.0300	Helena High School Bus. & Cons. Homemak.	62	1					42,000		42,000
17.3100	Opheim-Peerless-Nashua Small engine repair, home maintenance, and business and office	136	1					23,000		23,000
99.0100	Hardin High School Vocational Guidance	85	1					15,973		15,973
14.9900	Great Falls H.S. Business & Office									
09.0201	Consumer homemaking, vocational guidance	80	1					27,423		27,423
14.9900	Brockton School Dist.#55F									
07.0303	Northern Cheyenne & Fort Peck Reservations	30	1					22,500		22,500
17.1001	Missoula High School Limited English Speak.	22	1					3,979		3,979
99.0300	Transferred to Subpart 3							<u>84,122</u>		<u>-0-</u>
	Total Allocated							233,730		149,608
	Unallocated Balance							186,882*		

*Figures on this table do not include FY 1978 carryover funds.

TABLE VIII
HANDICAPPED PROJECTS FISCAL YEAR 1979 SET-ASIDE FUNDS

O.E. CODE	PROGRAM	SECONDARY				CENTERS		ADULT		FUNDS		
		Enrollments	No. of Programs	Enrollments	No. of Programs	Enrollments	No. of Programs	Enrollments	No. of Programs	Federal	State	Local
99.0600	Montana School for Deaf & Blind (Tutorial Service)	43								15,957	15,957	
17.0300	Warm Springs State Hosp. Business & Office - General Office Clerical	15						75		14,000	14,000	
17.0300	Warm Springs State Hosp. Automotive	15						55		14,000	14,000	
17.1001	Warm Springs State Hosp. Carpentry	15						75		14,000	14,000	
09.0100	Warm Springs State Hosp. Consumer Education & Home-making	20						75		14,000	14,000	
99.0700	Warm Springs Childrens' Unit (Prevocational) Food Service, Construction, Horticulture	60								33,000		
99.0200	Butte High School Handicapped Vocational Education	100								45,000		45,000
99.0600	Flathead High School Tutorial Services for Handicapped Students	28								25,000		25,000
99.0200	Billings Adult Learning Center (Prevocational) Training for Handicapped							325		29,500		29,500
										42,061		

Transferred to Subpart 3

TOTALS

\$246,518+

\$104,057

\$99,500

HANDICAPPING CONDITIONS CODES

HH - Hard of Hearing

D - Deaf

MR - Mentally Retarded

OHI - Other Health Impaired

OI - Orthopedically Impaired

SI - Speech Impaired

VI - Visually Impaired

LD - Learning Disability

ED - Emotionally Disturbed

ACADEMIC DISADVANTAGE means that a person:

1. Lacks reading and writing skills;
2. Lacks mathematical skills; or
3. Performs below grade level.

ECONOMIC DISADVANTAGE means:

1. Family income is at or below national poverty level;
2. Participant or parent(s) or guardian of the participant is unemployed;
3. Participant or parent of participant is recipient of public assistance; or
4. Participant is institutionalized or under State guardianship.

CONSUMER AND HOMEMAKING EDUCATION

CONSUMER AND HOMEMAKING EDUCATION GOALS AND FUNDING RATIONALE

The objectives of Consumer and Homemaking Education are to prepare youth and adults in Montana for the occupation of homemaker, consumer responsibilities, and to enable individuals to create a quality family life and home environment. The curriculum for fiscal year 1979 will include Family and Parenting Education, Consumer Education, Food and Nutrition, Child Development, Housing and Home Furnishings, Home Management, and Clothing and Textiles.

Montana vital statistics for 1976 were released in February of 1978 and indicate the need for a strong Family Living, Parenting Education and Consumer and Homemaking Education program. The statistics compiled by the Department of Health and Environmental Sciences reflect that Montana's divorce rate exceeded the national average and was one of the highest rates in the nation. There was a 12.3 percent increase over 1975. The number of out-of-wedlock births increased from 1219 in 1975 to 1293 in 1976. More than 55 percent of these children were born to teenage mothers. Thirty-six percent of the abortions performed in Montana during 1976 involved women under 20.

Sex Fairness

Enrollment of males continues to increase in Consumer and Homemaking Education programs as it has during the past five years. Over one-third of the total enrollment for all classes is now male. A preliminary survey indicates that teacher efforts to update program resource materials, such as texts and periodicals, have met with substantive success. Classroom libraries are becoming increasingly free of bias.

Increased emphasis in Consumer and Homemaking Education programs is being placed on preparation for the dual role of homemaker/wage earner, consumerism, and nutrition education for self and family.

Advisory Council Involvement

Sixty-one Consumer and Homemaking Education programs reported functioning individual program advisory councils, and thirty-eight programs reported functioning general vocational advisory councils during fiscal year 1978. Several advisory councils have been instrumental in curriculum revision, surveys of community needs, and in generating public participation and input into resolutions of controversial matters. A Family Living class was the direct result of one advisory council's efforts.

Special Needs Population

Program reports indicate the need for teacher inservice training on designing effective programs to meet the needs of handicapped students being "mainstreamed" into regular Consumer and Homemaking Education classes.

Fiscal Year 1979 Goals

1. The state Consumer and Homemaking Education Consultants plan to work cooperatively with the Special Needs Consultant in the planning for and conducting of a statewide workshop on program design in fiscal year 1979. This workshop will be supported through set-aside Handicapped Funds.
2. A workshop on ways to update curriculum and resource materials will be conducted for fifteen Consumer and Homemaking Education teachers during fiscal year 1979. Participants will be instructed in the development of scope and sequence materials; will compile and print a booklet; and will develop an Annotated Bibliography to be distributed statewide. This project will be supported through Section 135 funds.
3. Area inservice workshops for all Consumer and Homemaking Education teachers will be conducted during fiscal year 1979 with the support of Section 150 funds.
4. Twenty percent of all reimbursed Consumer and Homemaking Education programs will be evaluated.
5. Initiate procedures for the development of new program standards.

Student Organization

(Refer to the Wage Earning Home Economics Education narrative for a description of the Future Homemakers of America.)

TABLE XIV

SECONDARY, POSTSECONDARY, AND ADULT
FIVE YEAR GOALS AS RELATED TO MANPOWER NEEDS

Consumer and Homemaking Home Economics

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	T
09.0101 Comprehensive Homemaking	Secondary Centers	99	12,149	96,594	265,067	2,338,936
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

Research Coordinating Unit

Funds made available to Montana under Section 130 of P.L. 94-482 will be used for support of a Montana Research Coordinating Unit and for contracts by that unit in accord with a comprehensive plan of program improvement involving:

1. Applied research and development in vocational education;
2. Experimental, developmental and pilot programs and projects designed to test the effectiveness of research fundings;
3. Improved curriculum materials for presently funded programs in vocational education;
4. Projects in the development of new careers and occupations; and
5. Dissemination of the results of such contracts.

Research

The major emphasis for the use of research funds for the planning period will be in the areas of applied research and development, experimental, developmental, and pilot programs. The data requirements specified by P.L. 94-492 necessitate that current information gathering systems be revised and expanded to provide necessary information for the annual and the five year plan, the annual accountability report, implementation of the State Occupational Information Coordinating Committee, and development and implementation of fiscal accounting procedures to provide accountability in the use of vocational education funds.

Exemplary Programs

Montana's prime thrust in the application of Exemplary funds will be to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. It has been ascertained that Section 120 set-aside funds have been meeting the needs of the economically disadvantaged in the urban centers of Montana. Furthermore, these urban centers have vocational training facilities to meet the needs of persons desiring such training. The unskilled worker and the unemployed individual's needs are apparently being met through the Montana Employment Service and the C.E.T.A. programs throughout the state. The Limited English Speaking population represents .95 of one percent of the total population of Montana. The needs of this population can be met through the Disadvantaged set-aside monies. Project VIEW, Career Education and Human Potential Development, segments of the Office of Public Instruction, are involved in broadening the occupational aspirations and opportunities of all youth in Montana. One means of providing training opportunities for persons in sparsely populated

rural areas is the utilization of mobile classroom units. Indications are that the vocational areas of Trade and Industrial Education, Distributive Education, and Business and Office Education readily lend themselves to this method of providing vocational education. Consideration is currently being given to the funding of a consortium of schools for three mobile units in the aforementioned vocational areas.

Curriculum

The development and dissemination of curricula materials will receive funding during the five year planning period. The existing liaison with the Northwest Curriculum Management Center, a part of the National Network for Curriculum Coordination, will continue to provide the bulk of curricula materials utilized within the State. However, the Distributive Education Instructional Materials Laboratory will continue to be funded to provide a curriculum resource to all coop teachers in the State. Other available funds will be used for revision of curriculum materials to eliminate sex role stereotyping.

Support Services

Funds designated under Sub Part 3, Support Services, will be reflected in Section 130 and will be directed to providing special services to the various categories from which the funding was derived. Priority in the utilization of these funds will be to provide evaluation, remediation and guidance and counseling programs and services.

Contract Requirements

The Research Coordinating Unit will not enter into any contract with any applicant unless the applicant can demonstrate a reasonable probability that the project will result in improved teaching techniques, or curriculum materials that will be used in a substantial number of classrooms, or other learning situations within five years after the termination date of such contracts.

Dissemination of Results

The Research Coordinating Unit will disseminate the results of program improvement activities by including descriptions of programs and activities which have shown promise in Montana Schools. Montana Schools is a monthly publication of the Office of Public Instruction and is disseminated to all teachers and administrators within the state. Further dissemination activities will include formal presentations of projects to interested parties at scheduled professional meetings and workshops held within the State, and reproduction and dissemination to local educational agencies of materials developed. Materials developed through Section 130 funds will also be distributed to Research Coordinating Units in other states.

Use of Funds for Research Programs

From the funds applied to the Research Coordinating Unit, monies will be set aside for research activities in the areas of:

1. Applied research and development in vocational education;
2. Experimental, developmental and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to eliminate sex bias and sex role stereotyping;
3. Improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed to insure that such curricula do not reflect stereotypes based on sex, race, or national origins;
4. Projects in the development of new careers and occupations such as:
 - a. Research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles the potential for advancement from one level to another;
 - b. Training and development projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the employment of persons to prepare professionals (including administrators) to work effectively with aides; and
 - c. Projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and
5. Dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

Use of Funds for Exemplary and Innovative Programs

The use of funds available under Section 130 of the Act for Exemplary Projects will be directed towards educational concepts which exhibit a high degree of creativity and innovation. These elements of creativity and innovation must endeavor to resolve a vocational education problem common to a major geographic portion of the state.

Funds under Exemplary Programs may be used as follows:

1. In programs to develop training opportunities for:
 - a. Persons in sparsely populated rural areas (including the seven Indian reservations); and
 - b. Individuals migrating from farms to urban areas.
2. In programs to develop high quality vocational education programs for urban centers with high concentrations of:
 - a. Economically disadvantaged individuals;
 - b. Unskilled workers; and
 - c. Unemployed individuals.
3. In programs of effective vocational education for persons of limited English-speaking ability.
4. In establishment of cooperative arrangements between public education and manpower agencies; designed to correlate vocational education opportunities with current and projected needs of the labor market.
5. In programs designed to broaden occupational aspirations and opportunities for youth, especially for youth who have academic, socioeconomic, or other handicaps. These programs include:
 - a. Programs and projects to familiarize elementary and secondary students with the broad range of occupations for which special skills are required and the requisites for careers in those occupations; and
 - b. Programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education.
6. In dissemination of the results of these contracts made under the authority of paragraphs (a) through (e), including employment of persons to act as disseminators, on a local level, of these results.

Every contract made by a research coordinating unit for the purpose of funding exemplary and innovative projects shall:

1. Give priority to programs and projects designed to reduce sex bias and sex stereotyping in vocational education;

2. To the extent consistent with the number of students enrolled in private nonprofit schools in the areas to be served, whose educational needs are of the type which the program is designed to meet, make provision (in accordance with the requirements set forth in Section 104.533) for the participation of these students in the program; and also
3. Provide that the Federal funds made available for exemplary and innovative programs to accommodate students in nonprofit private schools will not be commingled with State or Local funds.

Application Procedures

Applications for Exemplary grants will be submitted to the State Director of Vocational Education. The applications will adequately describe:

1. The nature and purpose of the project;
2. The procedures which explain how the goals and objectives will be achieved;
3. How the results will be utilized;
4. Dissemination procedure of results;
5. Budget sheet with justification of specific line items; and
6. Qualifications of personnel.

Review of Applications

The members of the Division of Program Development of the Department of Vocational Education will review exemplary applications to determine the accommodation of exemplary criteria as set forth in paragraphs 1-6 on page 118 and paragraphs 1-3 on pages 118 and 119. The elements of creativity and innovation will be carefully examined in each application.

Application Approval or Disapproval

The recommendations of the Division of Program Development will be presented to the State Board of Public Education for appropriate action. Applicants will be notified by the State Director in writing of the action taken by the Board of Public Education.

Use of Funds for Curriculum Development Programs

Funds made available for the Research Coordinating Unit for curriculum development programs will be expended for:

1. Development and dissemination of vocational education curriculum materials for new and changing occupational fields;

2. Development and dissemination of vocational education curriculum materials for:
 - a. Handicapped persons;
 - b. Disadvantaged persons (other than handicapped persons);
 - c. Persons of limited English-speaking ability;
3. Development and dissemination of curriculum and guidance and testing materials designed to overcome sex bias in vocational educational programs;
4. Support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex; and
5. Development and dissemination of other curriculum materials designed to improve the state's vocational education programs.

Submittal of Applications

Two (2) copies of the application will be submitted to the Research Coordinating Unit for transmittal with recommendations to the State Board. Applications will contain the following information:

1. Statement of the nature, need, purpose and objectives of the project and its relation and contribution to vocational education.
2. Description of previous research findings relative to the project.
3. Description of the activities including the method to be used in analyzing data.
4. Description of the population or sample to be served or used.
5. Duration of the project and time schedule and sequence of project activities.
6. Names and qualifications of personnel.
7. Description of facilities.
8. Description of the methods for evaluating the project.
9. If the application is approved, the applicant will be so notified by letter from the Director of the Research Coordinating Unit.
10. Applications which need revision or clarification, as determined by the Research Coordinating Unit or by the State Board, will be returned to the applicant with written suggestions for improvement or will be reviewed in personal consultation with the applicant.
11. The applicant may revise and resubmit the application to the Director of the Research Coordinating Unit.
12. State staff will review each revised application, and it will be resubmitted to the State Board with a recommendation from the Director of the Research Coordinating Unit that it be approved in whole or part, disapproved or rejected, or deferred because of lack of funds or need for further evaluation.

13. Final action by the State Board will be reported to the applicant by a letter from the Director of the Research Coordinating Unit. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

Notification to Commissioner and the National Center for Research in Vocational Education

Within thirty calendar days after approval of the project by the State Board of Public Education, the Research Coordinating Unit will transmit to the U.S. Commissioner of Education and the National Center for Research in Vocational Education two copies of an abstract of each approved project for program improvement, containing the source and amount of funds obligated for each project. Further, within three months of the ending date of the project, the Research Coordinating Unit will transmit two copies of the final report to the Commission and the N.C.R.V.E.

COUNSELING NEEDS RESEARCH PROJECT

Representatives from the following organizations were identified and contacted to serve on the Research Panel in the Spring of Fiscal Year 1978:

1. Focus on Women, Bozeman
2. YWCA, Billings
3. YWCA, Missoula
4. Women's Bureau, Department of Labor and Industry
5. Status of Women Advisory Council, Department of Labor and Industry
6. YWCA, Great Falls
7. Dawson Community College, Glendive
8. Women's Resource Center, Great Falls
9. Women's Resource Center, Helena
10. Indian Alliance
11. Job Service (Employment Security Division)
12. Women's Resource Center, Kalispell
13. Governor's Employment and Training Council
14. Displaced Homemakers (4)
15. Equal Learning Opportunities Program, Office of Public Instruction
16. Vocational Education Program Consultants
17. League of Women Voters, Miles City
18. Montana Advisory Council for Vocational Education guidance representative

The Human Potential Development Consultant will work with the Division of Planning, Development and Evaluation for School/Community to provide leadership and technical assistance in the design of a research survey to assess the counseling needs of persons described in Section 120 (b)(L) of PL94-482.

The Panel will meet in Fiscal Year 1979 to design a research survey instrument to identify individuals in need of vocational counseling services, develop a plan for identifying participants for the survey, and coordinate efforts with other state organizations.

The Panel will analyze the results of the returned surveys in Fiscal Year 1979 and identify specific areas of need.

Federal funds allocated from Section 136 will be used to convene the Panel, identify participants, and to mail the survey instrument. Additional funds will be allocated to this project during Fiscal Year 1979 to assure its continuation.

Information collected from the Displaced Homemakers Services Workshop held in February 1978 will be utilized in the planning procedure.

SECTION 136: GRANTS TO OVERCOME SEX-BIAS

Funds are available under Section 136 of the federal grant to support activities which show promise of overcoming sex-bias and sex-role stereotyping in vocational education. Grants may be awarded for purposes of research, curriculum review and development, educational staff training, and preparation of public information materials. These grants will provide an incentive to local programs to create special efforts to adjust their program directions and content to more effectively meet the needs of all students. During fiscal year 1979, \$15,000 has been set aside for funding of grants under Section 136.

Information regarding funding available and the appropriate application process will be disseminated to local educational agencies, postsecondary vocational technical centers, units of higher education, and vocational teacher-training institutions during Fall of 1979. Technical assistance for the application process will be provided by the Research Coordination Unit and the Human Potential Development Program of the Office of Public Instruction. All grant applications for Section 136 funds will be reviewed by both programs.

The following objectives will be undertaken by the Human Potential Development Consultant in creating direction, policies, and procedures to govern the use of grants to overcome sex-bias.

Procedures

1. OBJECTIVE: Develop, establish and disseminate guidelines for application procedures and criteria for funding of grants for projects, programs, and activities to eliminate sex-bias and sex-stereotyping in vocational education.
2. OBJECTIVE: Provide technical assistance to vocational educators in Montana who wish to apply for grants.
3. OBJECTIVE: Encourage vocational educators to submit proposals for research projects for development of bias-free curriculum materials, development of criteria to utilize in determining whether curriculum materials are bias-free, and/or examination of current curriculum materials to assure that they are bias-free.
4. OBJECTIVE: Develop and implement training programs to acquaint guidance counselors, administrators, and teachers with ways of effectively overcoming sex-bias and sex-stereotyping and in assisting students in selecting careers according to their interests and abilities.
5. OBJECTIVE: Develop and promote public information campaign to publicize Montana vocational education programs which are innovative in eliminating sex-bias and sex-stereotyping.

VOCATIONAL GUIDANCE GOALS AND RATIONALE

The Department of Vocational and Occupational Services of the Office of Public Instruction has identified the following components as those which comprise a quality system of vocational guidance and counseling. These components include the facilitation of student self-awareness as to interests, abilities, aptitudes, aspirations and values; provision of specific and relevant information about the world of work; development of decision-making skills by which to narrow career options to an occupational choice; identification of sources of financial aid; and follow-up studies as to student educational and vocational placement.

Efforts will be made to develop and disseminate an up-to-date statewide occupational information system and to provide minimal in-service training on the basics of vocational guidance on a regional basis in 1979.

Beginning in 1980, it is anticipated that funding will be available to provide in-depth training for counselors. This training will emphasize student self-awareness, assessment, decision-making and employability skills and will be offered through university level extension courses and short-term workshops. Along with training, other ongoing efforts will continue, such as providing occupational information and resource materials.

Also beginning in 1980, contingent upon sufficient funding levels, a directory of postsecondary occupational training opportunities in Montana will be disseminated; a circulating library of resource materials will be implemented; and scoring for Differential Aptitude Tests will be partly funded.

Counselors at the secondary level have identified sources of financial aid available to students, and should be prepared to refer students to the appropriate source.

Follow-up studies of secondary level students will be accomplished through the complete Management Information System now being developed by the Department of Vocational and Occupational Services of the Office of Public Instruction. Planning Efforts in the area of guidance and counseling will be greatly facilitated when educational and vocational placement information is known.

Counselors in the postsecondary vocational technical centers currently offer the following types of guidance services:

1. Conduct initial student intake by telephone, correspondence, or in person;
2. Provide information on occupational options to better assist the student in making logical, realistic choices;
3. Counsel prospective students regarding career goals, career planning, and occupational choice;
4. Assess and evaluate, by various methods, the ability of prospective students to benefit from their proposed course in instruction;
5. Interpret individual test scores as necessary;
6. If students are found to be deficient in any area necessary to succeed in the program, counselors will make appropriate referrals to remediate the deficiency;
7. Inform students as to school policies, application procedures, financial aid programs available, etc.;
8. Encourage students to visit the institution, to meet with instructors and counselors before final acceptance into a program;
9. Register and assist in scheduling all vocational students;
10. Consult with teachers to better assist all students to benefit from the programs in which they are enrolled;
11. Provide individual and group counseling as appropriate with regard to occupational, educational, personal and social problems;
12. Counsel and/or refer students with immediate needs (i.e., legal, financial, health, child care);
13. Coordinate services with appropriate state and federal agencies; (i.e., Vocational Rehabilitation, CETA, etc.);
14. Assist other staff (teachers, placement personnel) in counseling students as to employability skills such as job application procedures;
15. Assist in placement services for graduates;
16. Coordinate program evaluation and follow-up activities; and
17. Make high school visitations to provide information on programs, availability of training opportunities in Montana and materials needed for entry into school.

These services are expected to continue to be provided to students during the one year planning period.

Montana will provide guidance counselors with information, training and materials which reflect changing work patterns and nontraditional occupational trends during the one year planning period. This effort will be coordinated with the activities of the Human Potential Development Consultants.

PROJECT VIEW

Project VIEW (Vital Information for Education and Work) is a career information system which assists students in determining their future educational and occupational goals. Information on over 350 employment positions is provided on microfilm cards called VIEWscripts which contain:

1. Brief statements about the career;
2. Requirements and qualifications; that is, personal traits, aptitudes and physical abilities;
3. Preparation and training necessary;
4. Prospects and opportunities;
5. Detailed information on each occupation;
6. Salary information, working hours and fringe benefits;
7. Sources of additional information; and
8. Related careers.

The material is presented in an easy-to-read form, and the microfilm reader has been designed to be utilized independently by students. These factors make the system attractive to students who have had little prior experience with career information. Guidance counselors appreciate the low-cost and up-to-date career reference materials, while teachers have found the materials to be useful whether working with students on a group or individual basis.

Employment opportunities in Montana are constantly changing as are the skills, knowledge, and training required for particular positions. Individuals of both sexes and all racial and ethnic backgrounds are beginning to choose occupations with less regard for their physical characteristics and more concern for their abilities and aspirations.

These factors highlight the need for a systematic approach to maintain a current bank of occupational and educational information (Project VIEW). The State Project VIEW Consultant updates material by interviewing individuals employed in specific occupational areas, labor unions, and agencies in a continuous process. The Consultant also develops and adds new VIEWscripts to the current VIEW deck.

VIEW materials are provided upon request to public and private secondary schools, postsecondary schools and other populations (e.g.: adult education classes; job placement centers at the state prison, adult probation and parole offices; the Social and Rehabilitation Services learning center; and any other educational program needing the material). VIEW materials are free of charge, with the stipulation that the user must furnish the necessary microfilm reading equipment.

Project VIEW was first funded in fiscal year 1972 in Montana as part of the guidance services department of the Office of Public Instruction. The project became a separate entity located with the Department of Vocational and Occupational Services on July 1, 1977. Project VIEW served 46,884 students in 116 public high school districts and 1,006 students in two private high schools during fiscal year 1978. Four postsecondary vocational technical centers, Northern Montana College, Flathead Valley Community College, Dawson Community College, the Career Center at the University of Montana, the Adult Basic Education Program in Billings, the Social Rehabilitation Services Training Center in Great Falls and Deer Lodge State Prison also utilized Project VIEW materials last year.

Visitations to participating schools and agencies began to be conducted for the first time during fiscal year 1978 to assist personnel in the use of VIEW materials and to evaluate the effectiveness of individual programs.

Sex Fairness

Original VIEW materials were written with reference to sex preference and characteristics in several occupational areas. The State Project VIEW Consultant has devoted much time and energy to eliminate sex-bias and stereotyping by editing all VIEW materials. Each narrative has been carefully reviewed for sex bias as scripts have been updated. Pictorial illustrations have been altered in several instances to instead portray a nontraditional employee in the occupational area.

Fiscal Year 1979 Goals

1. A VIEW inservice training program will be offered to all participating schools during fiscal year 1979.
2. Nonparticipating schools will be encouraged to develop VIEW programs and to enable their students to increase their awareness of career opportunities.

VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT

Pre-service

Montana State University will provide a Vocational Information Class to all secondary education methods students to acquaint majors with the philosophy and objects of vocational education.

Pre-service teacher education in Vocational Agriculture and Industrial Education will provide technical assistance to student teachers and leadership development activities for the vocational student group activities.

In-service

During FY 1979 in-service training will be provided to teachers, administrators, and trainers to teachers during a two-day meeting of the Montana Vocational Association. Each program area will be provided monies to update instructors on knowledge and skills as is deemed important for each area. Speakers will also be provided for general sessions and mini-workshops to update vocational personnel on current issues in vocational education.

A consortium of vocational educators from Montana State University, Northern Montana College and the University of Montana will provide a leadership training workshop for selected local secondary administrators. This is being planned as a follow-up to a meeting conducted at the Center for Vocational Education at Ohio State University.

Vocational educators agree that practical experience in a subject being taught is most valuable for the teachers and will directly and indirectly benefit the students.

Because of the rural setting of most schools in Montana it is very difficult for teachers to find positions in which to acquire or update work experience. Teacher trainers in Home Economics and Business and Office Education plan to offer separate programs to provide the opportunity for approximately 40 teachers to observe modern business and food service occupations. These in-service programs will provide instructors an opportunity to keep themselves current with these rapidly changing industries.

Vocational Agriculture and Business and Office Teacher Trainers will provide technical assistance to recent graduates teaching in Montana vocational programs.

Home Economics teacher trainers will provide in-service assistance to teachers in the field through the coordination of resources and materials for Special Needs students in Home Economics.

In-service programs will be offered by staff consultants in all occupational areas in the fall of 1978. These in-service programs will continue to receive support through state administration funds.

Procedure for Pre-service and In-service Professional Development

Form 6242-023001-3/77 (appendix K) will be the basic proposal format to be utilized for teacher training programs. Project proposals will be reviewed by program consultants in the Department of Vocational and Occupational Skills, Office of Public Instruction, and approved by the Board of Public Education.

Funding for approved programs will be determined by set aside Section 135 monies.

TABLE XV - SECTION 130 - FUNDING BY PURPOSE**

Institution/ Agency	Activity	Program Section	F	BUDGETED FY 1979	
				S	L
Postsecondary Centers	Guidance Services	134	83,765	83,765	-0-
University System	Inservice-Preservice Teacher Education	135	35,000	499,659	-0-
Office of Public Instruction	Administration of RCU	130	25,000	-0-	-0-
Office of Public Instruction	Inservice Training and Dissemination of Career Planning Kits	134			
Office of Public Instruction	Development of Voca- tional Guidance Library	134	-0-	-0-	-0-
Office of Public Instruction	Differential Aptitude Test Scoring	134			
Office of Public Instruction	Support Services (VIEW, Guidance and Counseling)	130 Admin.	40,000	-0-	-0-
Hardin High School	Vocational Guidance Support Services for the Disadvantaged	130 Dis.	-0-	-0-	-0-
Great Falls High School	Evaluation of Handi- capped Support Service	130 Hand.	42,061	42,061	-0-

TABLE XV - SECTION 130 - FUNDING BY PURPOSE
(continued)

Institution/ Agency	Activity	Program Section	BUDGETED FY. 1979			
			F	S	L	
Office of Public Instruction	Counseling Needs Research Program	131	1,000	-0-	-0-	
Office of Public Instruction	Development of Manage- ment Information	131	29,673	-0-	-0-	
K-G High School	Model Office Simula- tion	132	2,105	-0-	2,105	
Valier High School	Community Resource Training	132	6,867	-0-	6,867	
Thompson Falls High School	Community Resource Training	132	8,326	-0-	8,326	
Troy High School	Community Resource Training	132	7,950	-0-	7,950	
Kalispell High School	Innovative Construction Program	132	4,845	-0-	4,845	
Office of Public Instruction	Special Counseling Services for Women	134	-0-	-0-	-0-	
Bureau of Labor Statistics	Montana Occupational Statistics	132	-0-	-0-	-0-	
Bozeman High School	D.E. Instructional Materials Lab	133	3,000	-0-	-0-	
Office of Public Instruction-Women's Advocate	LEA to be selected for demonstration project	133	-0-	-0-	-0-	136

TABLE XV - SECTION 130 - FUNDING BY PURPOSE
(continued)

Institution/ Agency	Activity	Program Section	BUDGETED FY 1979		
			F	S	I
Remaining funds unallocated for Program Improvement and Support Services: Section 130					
	Disadvantaged		84,122		
	Handicapped		-0-		
	Administration		5,000		
	Program Improvement		40,648		
	Section 134 - Guidance		-0-		
TOTAL			420,612	625,842	30,093

**Note: Figures on this table do not include carryover funds from FY 1978

TABLE XVI

HISTORY OF VOCATIONAL FUNDS TO ELIGIBLE RECIPIENTS

VE30 FY 79 PROJECT PROPOSAL

SECONDARY VO-ED
DISTRICT PROGRAM SUMMARY
07/19/78

(01) BEAVERHEAD

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	FST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
0104	01-0100	001	S	0	120	120	NO	27,909	14,886	23,142	591	2,295	1,891
	*01 PROGRAM SUMMARY----->												
						120		27,909	14,886	23,142	591	2,295	1,891
0104	09-0101	001	S	0	150	85	NO	16,438	4,251	14,119	987		1,332
	*09 PROGRAM SUMMARY----->												
						85		16,438	4,251	14,119	987		1,332
0104	14-0704	083	S	0	120	14	NO	3,386	954	2,982	38	147	219
	*14 PROGRAM SUMMARY----->												
						14		3,386	954	2,982	38	147	219
**SBAS	SUMMARY OF BEVRHEAD CO HS							47,733	20,091	40,243	1,616	2,442	3,432
0107	09-0101	002	S	N	150	29	NO	19,851	5,739	17,810	1,111		930
	*09 PROGRAM SUMMARY----->												
						29		19,851	5,739	17,810	1,111		930
**SBAS	SUMMARY OF LIMA H S							19,851	5,739	17,810	1,111		930
	*** COUNTY SUMMARY ----->												
						248		67,584	25,830	58,053	2,727	2,442	4,352

(02) BIG HORN

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LEV SL	FEDERAL SHARE	STATE SHARE	FOUNDAION
0208	01-0100	002	S	0	120	90	NO	16,214	2,543	14, 13	118	457	1,426
	*01 PROGRAM SUMMARY----->												
0208	04-0800	001	S	0	120	30	YES	16,223	2,366	15, 12	110	426	475
	*04 PROGRAM SUMMARY----->												
0208	09-0101	003	S	0	150	159	NO	23,154	3,800	19, 06	1,029		2,519
	*09 PROGRAM SUMMARY----->												
0208	14-0303	036	S	0	120	15	YES	9,946	2,923	9, 48	135	526	237
	*14 PROGRAM SUMMARY----->												
0208	17-9999	001	S	0	120	100	YES	5,529	1,537	3, 97	71	277	1,534
	*17 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF HARDIN H S													
					>	394		71,066	13,169	61,676	1,463	1,686	6,241
*** COUNTY SUMMARY ----->													
						394		71,066	13,169	61,676	1,463	1,686	6,241

VE30 FY 79 PROJECT PROPOSAL

SECONDARY VO-ED
DISTRICT PROGRAM SUMMARY
07/19/76

(03) BLAINE

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION	
0302	01-0100	001	S	0	120	55	NO	21,512	7,508	18,850	352	1,369	941	
*01 PROGRAM SUMMARY----->														
0302	09-0101	004	S	0	150	108	NO	23,302	6,250	19,761	1,693		1,840	
*09 PROGRAM SUMMARY----->														
0302	14-9999	038	S	0	120	6	YES	7,394	2,700	6,681	125	486	122	
*14 PROGRAM SUMMARY----->														
**SBAS SUMMARY OF CHINOOK H S > 169														
0304	01-0100	005	S	0	120	65	NO	19,784	6,221	16,526	411	1,599	1,249	
*01 PROGRAM SUMMARY----->														
0304	09-0101	005	S	0	150	70	NO	20,167	4,200	17,798	1,625		1,344	
*09 PROGRAM SUMMARY----->														
**SBAS SUMMARY OF HARLEM H S > 135														
0314	01-0100	006	S	0	120	30	YES	29,701	17,356	23,554	1,069	4,153	925	
*01 PROGRAM SUMMARY----->														
**SBAS SUMMARY OF TURNER H S > 30														
*** COUNTY SUMMARY -----> 334														
										44,935	103,170	5,275	7,607	6,408

SBAS	OE CODE	IO	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
0404	09-0101	006	S	0	150	38	NO	14,995	1,950	13,647	604		744
	*09 PROGRAM SUMMARY----->												
0404	14-0702	017	S	0	120	13	NO	5,770	3,500	4,628	185	720	237
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF BROADWATER CO H S					51		20,765	5,450	18,275	789	720	981
	*** COUNTY SUMMARY ----->					51		20,765	5,450	18,275	789	720	981

STANDARD JUDGED
DISTRICT PROGRAM SUMMARY
07/19/78

(05) CARBON

SBAS	DE CODE	LD	LEV	SIAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
0502	01-0100	011	S	0	120	34	NO	19,678	5,600	17,763	259	1,007	649
	*01 PROGRAM SUMMARY----->					34		19,678	5,600	17,763	259	1,007	649
0502	09-0101	007	S	0	150	140	NO	14,357	2,810	10,921	761		2,675
	*09 PROGRAM SUMMARY----->					140		14,357	2,810	10,921	761		2,675
0502	14-0702	035	S	N	120	20	NO	13,083	10,470	10,333	485	1,883	332
	*14 PROGRAM SUMMARY----->					20		13,083	10,470	10,333	485	1,883	332
0502	17-2306	005	S	0	120	40	YES	4,155	1,000	3,165	46	180	754
	*17 PROGRAM SUMMARY----->					40		4,155	1,000	3,165	46	180	754
**SBAS	SUMMARY OF RED LODGE H S					234		51,273	19,860	42,182	1,551	3,070	4,470
0504	01-0100	008	S	0	120	65	NO	23,966	8,659	20,359	458	1,780	1,359
	*01 PROGRAM SUMMARY----->					65		23,966	8,659	20,359	458	1,780	1,359
0504	09-0101	008	S	N	150	44	NO	19,465	5,275	16,906	1,633		926
	*09 PROGRAM SUMMARY----->					44		19,465	5,275	16,906	1,633		926
**SBAS	SUMMARY OF BRIDGER H S					109		43,431	13,934	37,265	2,091	1,780	2,295
0506	01-0100	010	S	0	120	45	NO	15,899	3,950	13,915	209	812	953
	*01 PROGRAM SUMMARY----->					45		15,899	3,950	13,915	209	812	953
0506	14-0702	029	S	0	120	20	NO	4,259	1,575	3,424	83	324	428
	*14 PROGRAM SUMMARY----->					20		4,259	1,575	3,424	83	324	428
**SBAS	SUMMARY OF JOLIET H S					65		20,158	5,525	17,333	292	1,136	1,391
0513	01-0100	009	S	0	120	40	NO	15,603	4,843	13,052	288	1,120	1,143
	*01 PROGRAM SUMMARY----->					40		15,603	4,843	13,052	288	1,120	1,143
**SBAS	SUMMARY OF FRONBERG H S					40		15,603	4,843	13,052	288	1,120	1,143
0517	01-0100	007	S	0	120	25	NO	22,290	8,277	19,879	328	1,276	807
	*01 PROGRAM SUMMARY----->					25		22,290	8,277	19,879	328	1,276	807
0517	14-0303	073	S	0	120	9	NO	1,883	282	1,539	11	43	290
	*14 PROGRAM SUMMARY----->					9		1,883	282	1,539	11	43	290
**SBAS	SUMMARY OF BELFREY H S					34		24,173	8,559	21,418	339	1,319	1,097
***	COUNTY SUMMARY ----->					482		154,638	52,741	131,255	4,561	8,425	10,396

(07) CASCADE

145

SBAS	OE CODE	ID	LEV	SIAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
0702	01-0100	014	S	0	120	485	YES	35,127	5,300	26,497	210	817	7,533
	*01 PROGRAM SUMMARY----->												
0702	04-0800	002	S	0	120	420	YES	81,817	10,724	73,154	426	1,653	6,534
	*04 PROGRAM SUMMARY----->												
0702	09-0101	009	S	0	150	200	YES	189,756	25,926	180,601	6,020		3,135
0702	09-0201	010	S	0	120	50	YES	10,786	2,150	9,586	85	332	783
	*09 PROGRAM SUMMARY----->												
0702	14-9999	001	S	0	120	140	YES	40,484	6,220	37,084	247	959	2,134
	*14 PROGRAM SUMMARY----->												
0702	17-9999	009	S	0	120	142	YES	23,946	2,090	21,315	83	322	2,226
	*17 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF GREAT FALLS H S									52,410	348,237	7,071	4,083	22,525
0704	01-0100	013	S	0	120	160	YES	70,280	45,673	61,427	1,208	4,695	2,950
	*01 PROGRAM SUMMARY----->												
0704	09-0101	012	S	0	150	90	YES	62,570	7,861	59,694	1,217		1,559
	*09 PROGRAM SUMMARY----->												
0704	14-0303	006	S	0	120	30	YES	26,551	23,665	22,939	626	2,433	553
	*14 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF CASCADE H S									77,199	144,060	3,051	7,128	5,152
0706	09-0101	013	S	0	150	30	YES	13,144	900	12,246	244		654
0706	09-0202	014	S	0	120	6	YES	3,139	750	2,839	35	135	130
	*09 PROGRAM SUMMARY----->												
0706	14-0303	007	S	0	120	7	NO	4,215	1,650	3,690	76	297	152
	*14 PROGRAM SUMMARY----->												
0706	17-0302	007	S	0	120	22	YES	6,332	1,675	5,473	78	301	480
	*17 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF CENTERVILLE H S									4,975	24,248	433	733	1,416
0709	01-0100	012	S	0	120	77	NO	26,960	6,959	24,061	276	1,073	1,550
	*01 PROGRAM SUMMARY----->												
0709	09-0101	016	S	0	150	86	YES	21,062	4,925	18,187	1,144		1,731
	*09 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF BELT H S									11,884	42,248	1,420	1,073	3,291

(07) CASCADE

SBAS	OE CODE	ID	LEV	STAT	FUND	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
0712	01-0100	015	S	0	120	156	NO	27,938	10,150	23,951	269	1,043	2,735
*01 PROGRAM SUMMARY----->													
0712	09-0101	015	S	0	150	160	YES	14,442	2,400	11,265	372		2,805
*09 PROGRAM SUMMARY----->													
0712	14-0704	008	S	0	120	26	NO	24,677	11,079	22,790	293	1,139	455
*14 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF SIMMS H S >													
*** COUNTY SUMMARY -----> 2,287													
*** COUNTY SUMMARY -----> 683,246													
*** COUNTY SUMMARY -----> 170,097													
*** COUNTY SUMMARY -----> 616,799													
*** COUNTY SUMMARY -----> 12,909													
*** COUNTY SUMMARY -----> 15,179													
*** COUNTY SUMMARY -----> 38,379													

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(08) CHOUTEAU

SBAS	OE CODE	ID	LEV	STAT	FUND	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
0802	09-0100	017	S	0	150	20	YES	17,532	1,900	16,892	294		346
*09 PROGRAM SUMMARY----->													
0802	14-0303	052	S	0	120	13	NO	6,559	2,821	5,970	75	290	224
0802	14-0702	051	S	0	120	25	NO	9,091	3,560	8,199	94	366	432
*14 PROGRAM SUMMARY----->													
0802	17-9999	015	S	0	120	38	NO	15,650	6,381	14,169	169	656	656
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF FT BENIGN H S >													
0805	01-0100	016	S	0	120	40	NO	16,753	1,800	15,828	48	185	692
*01 PROGRAM SUMMARY----->													
0805	09-0101	018	S	0	150	83	YES	49,935	10,081	46,889	511	841	1,694
*09 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF BIG SANDY H S >													
*** COUNTY SUMMARY -----> 261													
*** COUNTY SUMMARY -----> 79,577													
*** COUNTY SUMMARY -----> 15,309													
*** COUNTY SUMMARY -----> 5,228													
*** COUNTY SUMMARY -----> 25,790													
*** COUNTY SUMMARY -----> 335													
*** COUNTY SUMMARY -----> 218													
*** COUNTY SUMMARY -----> 1,051													
*** COUNTY SUMMARY -----> 4,993													

(09) CUSTER

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
0915	01-0100	017	S	0	120	65	NO	28,907	9,795	26,305	324	1,259	1,019
	*01 PROGRAM SUMMARY					65		28,907	9,795	26,305	324	1,259	1,019
0915	09-0101	114	S	0	150	260	YES	35,709	4,172	30,827	807		4,075
	*09 PROGRAM SUMMARY					260		35,709	4,172	30,827	807		4,075
**SBAS	SUMMARY OF CUSTER CO H S					325		64,616	13,967	57,132	1,131	1,259	5,094
***	COUNTY SUMMARY					325		64,616	13,967	57,132	1,131	1,259	5,094

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(10) DANIELS

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
1002	01-0100	018	S	0	120	66	NO	17,324	5,094	15,113	202	785	1,224
	*01 PROGRAM SUMMARY					66		17,324	5,094	15,113	202	785	1,224
1002	09-0101	115	S	0	150	50	YES	13,195	395	12,176	92		927
	*09 PROGRAM SUMMARY					50		13,195	395	12,176	92		927
1002	14-0303	058	S	0	120	17	NO	5,050	2,222	4,304	88	343	315
	*14 PROGRAM SUMMARY					17		5,050	2,222	4,304	88	343	315
1002	17-1001	016	S	0	120	15	NO	6,075	1,685	5,470	67	260	278
	*17 PROGRAM SUMMARY					15		6,075	1,685	5,470	67	260	278
**SBAS	SUMMARY OF SCOBEE H S					148		41,644	9,396	37,063	449	1,388	2,744
***	COUNTY SUMMARY					148		41,644	9,396	37,063	449	1,388	2,744

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(11) DAWSON

(11) DAWSON													
SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
1102	04-0800	004	S	0	120	100	YES	16,329	4,405	14,050	146	566	1,557
*04 PROGRAM SUMMARY----->													
1102	09-0101	019	S	0	150	280	YES	98,828	7,561	92,970	1,463	566	4,339
*09 PROGRAM SUMMARY----->													
1102	14-0702	072	S	0	120	20	YES	11,459	4,205	10,467	139	540	313
*14 PROGRAM SUMMARY----->													
1102	17-9999	017	S	0	120	182	NO	7,367	1,029	4,348	34	132	2,853
*17 PROGRAM SUMMARY----->													
*SBAS SUMMARY OF DAWSON CO H S							>	133,983	17,200	121,841	1,782	1,238	9,122
*** COUNTY SUMMARY							----->	133,983	17,200	121,841	1,782	1,238	9,122

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(12) DEER LODGE

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION	
1203	09-0101	116	S	0	150	100	YES	49,914	6,150	46,919	1,428		1,567	
	*09 PROGRAM SUMMARY	----->												
1203	14-0303	021	S	0	120	40	NO	6,084	2,150	5,040	85	332	527	
	*14 PROGRAM SUMMARY	----->												
1203	17-9999	021	S	0	120	385	NO	17,214	1,400	10,907	56	216	6,035	
	*17 PROGRAM SUMMARY	----->												
**SBAS	SUMMARY OF ANACONDA H S							>	9,700		62,866	1,569	548	8,229
	*** COUNTY SUMMARY							----->	9,700		62,866	1,569	548	8,229

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(13) FALLON

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SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDAATION
1302	01-0100	019	S	0	120	65	NO	22,836	6,045	20,781	200	777	1,078
	*01 PROGRAM SUMMARY----->												
1302	04-0300	005	S	0	120	40	YES	19,845	3,733	18,579	123	480	653
	*04 PROGRAM SUMMARY----->												
1302	09-0101	020	S	0	150	120	YES	28,204	15,535	23,208	3,006		1,990
	*09 PROGRAM SUMMARY----->												
1302	14-0303	032	S	0	120	14	NO	11,746	8,319	10,170	275	1,069	232
	*14 PROGRAM SUMMARY----->												
1302	17-1001	027	S	0	120	16	NO	7,063	11,521	4,936	381	1,481	255
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF BAKER H S						>	89,694	45,153	77,674	3,985	3,607	4,228
1308	01-0100	020	S	0	120	30	YES	14,966	3,186	13,613	105	409	839
	*01 PROGRAM SUMMARY----->												
1308	09-0101	021	S	0	150	15	YES	16,683	800	16,079	155		449
	*09 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF PLEVNA H S						>	31,649	3,986	29,692	260	409	1,298
	*** COUNTY SUMMARY						>	121,343	49,139	107,366	4,245	4,216	5,516

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(14) FERGUS

SBAS	OE CODE	ID	LEV	STAT	FUND	SOURCE	EST	ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION	
1402	01-0100	022	S	0	120		135	135	NO	32,582	6,039	29,295	240	931	2,116	
	*01 PROGRAM SUMMARY----->															
1402	09-0101	022	S	0	150		180	180	YES	29,424	4,180	25,632	971		2,821	
	*09 PROGRAM SUMMARY----->															
1402	14-0702	018	S	0	120		75	75	NO	9,755	2,207	8,152	88	340	1,175	
	*14 PROGRAM SUMMARY----->															
**SBAS	SUMMARY OF FERGUS H S										>	390		1,271		6,112
1412	09-0101	023	S	0	150		50	50	YES	19,029	3,200	16,940	619		1,470	
	*09 PROGRAM SUMMARY----->															
**SBAS	SUMMARY OF MOORE H S										>	50		619		1,470
1417	01-0100	021	S	0	120		35	35	NO	17,374	6,790	15,478	225	872	799	
	*01 PROGRAM SUMMARY----->															
1417	09-0101	024	S	0	150		30	30	YES	12,839	2,190	11,730	424		585	
	*09 PROGRAM SUMMARY----->															
**SBAS	SUMMARY OF DENT H S										>	65		649	872	1,484
1422	01-0100	023	S	0	120		31	31	YES	22,512	9,045	20,229	299	1,162	822	
	*01 PROGRAM SUMMARY----->															
**SBAS	SUMMARY OF WINTERS H S										>	31		299	1,162	822
*** COUNTY SUMMARY ----->											536		2,866	3,305	9,888	
TOTAL											127,456	33,651				

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(15) FLATHEAD

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	CONTRIBUTION
1505	01-0100	025	S	0	120	150	YES	75,618	23,632	70,213	625	2,429	2,351
	*01 PROGRAM SUMMARY----->					150		75,618	23,632	70,213	625	2,429	2,351
1505	04-0800	037	S	0	120	60	YES	17,975	1,610	16,826	43	166	940
	*04 PROGRAM SUMMARY----->					60		17,975	1,610	16,826	43	166	940
1505	09-0101	025	S	0	150	550	YES	82,774	7,935	72,524	1,228		8,522
	*09 PROGRAM SUMMARY----->					550		82,774	7,935	72,524	1,228		8,522
1505	14-9999	078	S	0	120	48	NO	25,443	15,720	22,665	416	1,616	752
	*14 PROGRAM SUMMARY----->					48		25,443	15,720	22,665	416	1,616	752
1505	17-9999	029	S	0	120	277	YES	27,544	15,752	21,166	417	1,619	4,342
	*17 PROGRAM SUMMARY----->					277		27,544	15,752	21,166	417	1,619	4,342
**SBAS	SUMMARY OF FLATHEAD H S					1,085		229,360	64,549	203,794	2,729	5,830	17,037
1507	04-0600	006	S	0	120	43	YES	20,306	5,535	18,917	146	569	574
	*04 PROGRAM SUMMARY----->					43		20,306	5,535	18,917	146	569	574
1507	09-0101	027	S	0	150	320	YES	37,477	6,590	31,441	1,020		5,016
1507	09-0299	028	S	0	120	100	YES	34,207	6,590	31,789	174	677	1,557
	*09 PROGRAM SUMMARY----->					420		71,684	13,180	63,230	1,194	677	6,533
1507	14-0702	064	S	0	120	20	YES	11,363	7,747	10,019	205	796	313
	*14 PROGRAM SUMMARY----->					20		11,363	7,747	10,019	205	796	313
**SBAS	SUMMARY OF COL FALLS H S					483		103,353	26,462	92,196	1,545	2,042	7,570
1519	01-0100	024	S	0	120	30	NO	32,352	17,114	29,565	453	1,759	575
	*01 PROGRAM SUMMARY----->					30		32,352	17,114	29,565	453	1,759	575
1519	09-0101	026	S	0	150	140	YES	21,982	8,500	17,982	1,316		2,634
	*09 PROGRAM SUMMARY----->					140		21,982	8,500	17,982	1,316		2,634
1519	17-0302	028	S	0	120	45	NO	15,902	8,300	13,967	220	853	852
	*17 PROGRAM SUMMARY----->					45		15,902	8,300	13,967	220	853	852
**SBAS	SUMMARY OF BIGFORK H S					215		70,236	33,914	61,514	1,989	2,612	4,121
1522	09-0101	029	S	0	150	115	YES	29,561	2,600	27,250	503		1,802
	*09 PROGRAM SUMMARY----->					115		29,561	2,600	27,250	503		1,802
1522	14-9999	079	S	0	120	14	NO	4,215		3,996			219
	*14 PROGRAM SUMMARY----->					14		4,215		3,996			219
1522	17-9999	035	S	0	120	130	NO	40,218	4,800	37,404	159	617	2,038
	*17 PROGRAM SUMMARY----->					130		40,218	4,800	37,404	159	617	2,038
**SBAS	SUMMARY OF WHITEFISH H S					258		73,000	7,400	69,456	422		1,022

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DISTRICT PROGRAM SUMMARY
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(16) GALLATIN

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-UP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDED
1603	01-0100	027	S	O	120	60	NO	24,732	5,521	22,621	13	710	1,218
	*01 PROGRAM SUMMARY----->												
1603	09-0101	030	S	O	150	75	YES	10,887	1,277	9,117	247		1,523
	*09 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF MANHATTAN H S >												
						135		35,619	6,798	31,738	430	710	2,741
1605	04-0800	016	S	O	120	40	YES	25,040	10,600	22,358	421	1,634	627
	*04 PROGRAM SUMMARY----->												
1605	09-0101	114	S	O	150	152	YES	41,580	7,700	37,410	1,788		2,382
	*09 PROGRAM SUMMARY----->												
1605	14-0303	084	S	O	120	20	NO	25,573	7,080	23,167	281	1,092	313
	*14 PROGRAM SUMMARY----->												
1605	17-9999	036	S	O	120	500	NO	107,424	36,835	92,144	1,462	5,680	7,838
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF BOZEMAN H S >												
						712		199,617	62,215	176,099	3,952	8,406	11,150
1612	01-0100	028	S	O	120	62	NO	22,147	5,678	20,019	188	730	1,210
	*01 PROGRAM SUMMARY----->												
1612	09-0101	031	S	O	150	55	YES	18,532	2,371	17,000	459		1,073
	*09 PROGRAM SUMMARY----->												
1612	14-0303	043	S	O	120	18	NO	4,177	1,760	3,542	58	226	351
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF THREE FORKS H S >												
						135		44,856	9,809	40,561	705	956	2,634
1619	01-0100	026	S	O	120	155	YES	52,689	16,216	47,492	536	2,084	2,577
	*01 PROGRAM SUMMARY----->												
1619	09-0101	032	S	O	150	150	YES	27,232	7,426	23,301	1,437		2,494
	*09 PROGRAM SUMMARY----->												
1619	14-0303	082	S	O	120	13	NO	10,404	3,030	9,599	100	38	216
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF BELGRADE H S >												
						318		90,325	26,672	80,492	2,073	2,47	5,287
*** COUNTY SUMMARY ----->													
						1,300		370,417	105,494	328,890	7,160	12,554	21,822

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(17) GARFIELD

SBAS	OE CODE	ID	LEV	STA.	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
1702	09-0101	033	S	0	150	60	YES	17,029	2,228	15,259	517		1,253
*09 PROGRAM SUMMARY----->													
1702	14-0702	002	S	0	120	10	NO	7,318	3,258	6,479	129	502	208
*14 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF GARFIELD CO H S >													
*** COUNTY SUMMARY ----->													

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(18) GLACIER

SBAS	OE CODE	ID	LEV	STA.	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
1803	01-0100	029	S	0	120	42	NO	19,365	7,960	16,125	526	2,046	558
*01 PROGRAM SUMMARY----->													
1803	09-0101	034	S	0	150	32	YES	32,682	5,680	29,939	2,198		545
*09 PROGRAM SUMMARY----->													
1803	14-0303	075	S	0	120	15	NO	16,801	11,176	12,952	739	2,872	238
*14 PROGRAM SUMMARY----->													
1803	17-9999	042	S	0	120	226	NO	70,284	32,945	56,043	2,179	8,467	3,595
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF BROWNING H S >													
1805	09-0101	035	S	0	150	80	YES	22,741	1,883	20,933	510		1,298
1805	09-0202	036	S	0	120	30	YES	8,143	376	7,572	17	68	436
*09 PROGRAM SUMMARY----->													
1805	14-0303	034	S	0	120	30	NO	5,743	3,810	4,396	176	685	436
*14 PROGRAM SUMMARY----->													
1805	17-9999	046	S	0	120	74	NO	24,842	5,731	22,346	265	1,031	1,200
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF CJT BANK H S >													
*** COUNTY SUMMARY ----->													

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(20) GRANITE

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2005	09-0101	037	S	O	150	20	YES	5,585	500	5,022	97		456
*09 PROGRAM SUMMARY----->													
**SBAS	SUMMARY OF DRUMMOND H S					20		5,585	500	5,022	97		456
*** COUNTY SUMMARY ----->													
						20		5,585	500	5,022	97		456

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(21) HILL

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2111	09-0101	037	S	O	150	35	YES	15,984	1,910	14,455	370		1,159
*09 PROGRAM SUMMARY----->													
2111	14-0303	011	S	O	120	5	NO	3,130	255	2,924	8	33	155
*14 PROGRAM SUMMARY----->													
**SBAS	SUMMARY OF INVERNESS H S					40		19,114	2,165	17,379	378	33	1,324
*** COUNTY SUMMARY ----->													
						40		19,114	2,165	17,379	378	33	1,324

(22) JEFFERSON

SBAS	OE CODE	ID	LEV	STAT	FUND	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2203	01-0100	030	S	0	120	75	NO	17,822	8,404	14,760	333	1,296	1,433
	*01 PROGRAM SUMMARY----->												
2203	09-0101	040	S	0	150	150	YES	18,691	2,955	15,139	686		2,851
	*09 PROGRAM SUMMARY----->												
2203	17-0302	050	S	0	120	24	NO	7,604	4,873	6,202	193	751	458
	*17 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF WHITEHALL IS									16,232	36,101	1,212	2,047	4,737
2206	09-0101	041	S	0	150	250	YES	25,842	4,100	20,501	793		4,543
	*09 PROGRAM SUMMARY----->												
2206	14-0303	076	S	0	120	10	NO	8,557	4,060	7,720	134	522	191
	*14 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF JEFFERSON IS									8,160	28,221	927	522	4,729
*** COUNTY SUMMARY -									24,392	64,322	2,139	2,569	9,486

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(23) JUDITH BASIN

SBAS	OE CODE	ID	LEV	STAT	FUND	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2304	01-0100	031	S	0	120	40	NO	22,898	6,168	20,780	245	951	922
	*01 PROGRAM SUMMARY----->												
2304	09-0101	042	S	0	150	47	YES	15,702	3,057	13,909	710		1,093
	*09 PROGRAM SUMMARY----->												
2304	14-0303	024	S	0	120	9	NO	9,249	2,787	8,501	111	430	207
	*14 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF HOBSON HS									12,012	43,190	1,066	1,361	2,212
*** COUNTY SUMMARY -									12,012	43,190	1,066	1,361	2,212

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(24) LAKE

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST. ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2405	01-0100	032	S	0	120	75	NO	16,416	5,300	14,008	245	953	1,210
	*01 PROGRAM SUMMARY----->												
2405	09-0101	044	S	0	150	140	YES	13,080	1,000	10,551	271		2,258
2405	09-0203	045	S	0	120	25	YES	8,085	1,600	7,320	74	288	403
	*09 PROGRAM SUMMARY----->												
2405	14-0303	049	S	0	120	20	NO	8,472	5,100	6,997	236	917	322
	*14 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF POLSON H S >													
2407	09-0101	117	S	0	150	115	YES	16,693	2,858	13,398	1,106	809	2,159
	*09 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF ST IGNATIUS H S >													
2412	01-0100	033	S	0	120	112	NO	21,910	4,942	18,969	229	809	1,823
	*01 PROGRAM SUMMARY----->												
2412	09-0101	046	S	0	150	176	YES	38,049	8,301	32,800	2,384		2,855
	*09 PROGRAM SUMMARY----->												
2412	14-9999	012	S	0	120	20	NO	21,267	8,864	18,937	410	1,595	325
	*14 PROGRAM SUMMARY----->												
2412	17-1001	053	S	0	120	112	NO	23,970	7,476	20,456	346	1,345	1,823
	*17 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF RONAN H S >													
2414	09-0101	043	S	0	150	70	YES	13,582	1,318	11,690	459		1,433
	*09 PROGRAM SUMMARY----->												
2414	14-0303	048	S	0	120	13	NO	5,898	1,344	4,368	259	1,005	256
	*14 PROGRAM SUMMARY----->												
2414	17-9999	052	S	0	120	20	NO	8,208	2,049	7,203	122	474	409
	*17 PROGRAM SUMMARY----->												
**SBAS SUMMARY OF CHARLO H S >													
*** COUNTY SUMMARY ----->									53,652	166,697	6,141	7,466	15,326

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(25) LEWIS & CLARK

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2502	04-0800	009	S	0	120	157	YES	35,827	19,593	30,200	648	2,518	2,451
	*04 PROGRAM SUMMARY----->												
2502	09-0101	047	S	0	150	999	YES	111,941	15,801	93,222	3,058		15,651
2502	09-0202	048	S	0	120	80	YES	3,513	2,468	1,860	82	317	1,237
	*09 PROGRAM SUMMARY----->												
						1,079		115,454	18,269	95,082	3,140	317	16,915
2502	14-9999	070	S	0	120	200	YES	70,897	36,939	61,793	1,222	4,747	3,135
	*14 PROGRAM SUMMARY----->												
						200		70,897	36,939	61,793	1,222	4,747	3,135
2502	17-9999	055	S	0	120	870	NO	94,977	17,715	78,477	586	2,276	13,638
	*17 PROGRAM SUMMARY----->												
						870		94,977	17,715	78,477	586	2,276	13,538
	**SBAS SUMMARY OF HELENA H S												
						2,306		317,155	92,516	265,552	5,596	9,858	36,149
2513	01-0100	034	S	0	120	42	NO	15,228	4,096	13,936	54	210	1,028
	*01 PROGRAM SUMMARY----->												
						42		15,228	4,096	13,936	54	210	1,028
2513	09-0101	049	S	N	150	45	YES	16,224	2,150	14,956	166		1,102
	*09 PROGRAM SUMMARY----->												
						45		16,224	2,150	14,956	166		1,102
2513	14-0704	025	S	0	120	15	NO	18,823	19,994	17,163	265	1,028	357
	*14 PROGRAM SUMMARY----->												
						15		18,823	19,994	17,163	265	1,028	357
	**SBAS SUMMARY OF AUGUSTA H S												
						102		50,275	26,240	46,055	485	1,238	2,497
	*** COUNTY SUMMARY ----->												
						2,408		367,430	118,756	311,607	6,081	11,096	38,646

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(26) LIBERTY

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2605	09-0101	050	S	0	150	20	YES	30,530	925	29,973	143		414
	*09 PROGRAM SUMMARY----->												
						20		30,530	925	29,973	143		414
	**SBAS SUMMARY OF CHESTER H S												
						20		30,530	925	29,973	143		414
	*** COUNTY SUMMARY ----->												
						20		30,530	925	29,973	143		414

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(27) LINCOLN

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2702	09-0101	052	S	0	150	40	YES	11,968	1,450	11,009	224		735
	*09 PROGRAM SUMMARY----->												
2702	14-0303	005	S	0	120	15	NO	3,167	1,030	2,759	27	106	275
	*14 PROGRAM SUMMARY----->												
2702	17-1001	057	S	0	120	30	NO	15,854	7,045	14,393	186	724	551
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF TROY H S												1,551
2704	04-0800	014	S	0	120	85	YES	18,667	7,549	16,359	200	776	1,332
	*04 PROGRAM SUMMARY----->												
2704	09-0101	053	S	0	150	275	YES	35,124	9,295	29,374	1,439		4,311
2704	09-0299	054	S	0	120	48	YES	14,602	875	13,737	23	90	752
	*09 PROGRAM SUMMARY----->												
						323		49,726	10,170	43,111	1,462	90	5,053
2704	14-9999	004	S	0	120	39	YES	9,594	2,155	8,704	57	222	511
	*14 PROGRAM SUMMARY----->												
						39		9,594	2,155	8,704	57	222	511
2704	17-9999	064	S	0	120	204	NO	19,932	12,524	15,115	331	1,288	3,198
	*17 PROGRAM SUMMARY----->												
						204		19,932	12,524	15,115	331	1,288	3,198
**SBAS	SUMMARY OF LIBBY H S												10,204
2706	09-0101	051	S	0	150	92	YES	19,096	5,990	16,868	695		1,533
	*09 PROGRAM SUMMARY----->												
						92		19,096	5,990	16,868	695		1,533
2706	14-0303	077	S	0	120	11	NO	8,557	3,700	8,016	73	285	183
	*14 PROGRAM SUMMARY----->												
						11		8,557	3,700	8,016	73	285	183
2706	17-0302	109	S	N	120	30	NO	9,668	3,393	8,840	67	262	499
2706	17-2306	062	S	0	120	51	NO	42,707	10,516	40,838	209	811	849
	*17 PROGRAM SUMMARY----->												
						81		52,375	13,909	49,678	276	1,073	1,348
**SBAS	SUMMARY OF LINCOLN CO H S												3,054
	*** COUNTY SUMMARY ----->												
						920		208,936	65,522	186,012	3,531	4,564	14,829

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(28) MADISON

SBAS	OE CODE	ID	LE	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
2804	01-0100	035	S	0	120	60	NO	16,245	5,717	13,865	227	881	1,72
	*01 PROGRAM SUMMARY					60		16,245	5,717	13,865	227	881	1,272
2804	09-0101	057	S	0	150	70	YES	17,481	1,640	15,616	381		1,434
	*09 PROGRAM SUMMARY					70		17,481	1,640	15,616	381		1,434
2804	14-0303	663	S	0	120	10	NO	6,317	3,588	5,410	142	553	212
	*14 PROGRAM SUMMARY					10		6,317	3,588	5,410	142	553	212
**SBAS	SUMMARY OF SHERIDAN	H S				140		40,043	10,945	34,891	750	1,434	2,958
2806	01-0100	035	S	0	120	47	NO	17,700	5,778	15,369	268	1,040	1,023
	*01 PROGRAM SUMMARY					47		17,700	5,778	15,369	268	1,040	1,023
2806	09-0101	056	S	0	150	90	YES	24,404	4,900	21,117	1,327		1,950
	*09 PROGRAM SUMMARY					90		24,404	4,900	21,117	1,327		1,950
**SBAS	SUMMARY OF TWIN BRIDGES	H S				137		42,104	10,678	36,486	1,595	1,040	2,983
	*** COUNTY SUMMARY					277		82,147	21,623	71,377	2,345	2,474	5,951

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(30) MEAGHER

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
3004	09-0101	059	S	0	150	24	YES	15,582	1,314	14,743	356		433
	*09 PROGRAM SUMMARY					24		15,582	1,314	14,743	356		433
3004	14-0303	027	S	0	120	9	NO	6,136	2,180	5,462	101	392	181
	*14 PROGRAM SUMMARY					9		6,136	2,180	5,462	101	392	181
**SBAS	SUMMARY OF WHT SULPHUR	SPG H S				33		21,718	3,494	20,205	457	392	654
	*** COUNTY SUMMARY					33		21,718	3,494	20,205	457	392	654

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(32) MISSOULA

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
3202	01-0100	037	S	0	120	96	YES	58,893	32,749	49,982	1,516	5,891	1,504
3202	01-0700	038	S	0	120	100	NO	46,455	9,054	42,840	419	1,629	1,557
	*01 PROGRAM SUMMARY					196		105,348	41,803	92,822	1,935	7,520	3,071
3202	04-0800	010	S	0	120	600	YES	79,189	25,888	63,927	1,199	4,657	9,406
	*04 PROGRAM SUMMARY					600		79,189	25,888	63,927	1,199	4,657	9,406
3202	07-9900	001	S	0	120	60	YES	32,649	4,827	30,618	223	868	940
	*07 PROGRAM SUMMARY					60		32,649	4,827	30,618	223	868	940
3202	09-0101	060	S	0	150	826	YES	234,710	45,165	209,525	12,236	1,007	12,949
3202	09-0201	052	S	0	120	85	YES	36,582	5,600	35,984	259	1,332	1,332
3202	09-0299	053	S	0	120	100	YES	39,112	7,693	35,805	356	1,387	1,557
	*09 PROGRAM SUMMARY					1,011		312,404	58,458	281,314	12,851	2,391	15,846
3202	14-0303	090	S	0	120	15	NO	9,112	2,236	8,371	104	402	235
3202	14-0702	081	S	0	120	200	YES	71,611	21,980	63,504	1,018	3,954	3,135
	*14 PROGRAM SUMMARY					215		80,723	24,216	71,875	1,122	4,356	3,370
3202	17-2306	070	S	0	120	999	NO	86,100	16,525	66,701	765	2,973	15,651
	*17 PROGRAM SUMMARY					999		86,100	16,525	66,701	765	2,973	15,651
**SBAS SUMMARY OF MISSOULA H S						3,081		696,413	171,717	607,257	18,095	22,765	48,236
*** COUNTY SUMMARY						3,081		696,413	171,717	607,257	18,095	22,765	48,236

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(33) MUSSELSHELL

SBAS	OE CODE	LO	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOURATION
3303	01-0100	040	S	0	120	65	NO	11,661	1,972	10,214	65	253	1,129
	*01 PROGRAM SUMMARY					65		11,661	1,972	10,214	65	253	1,129
3303	09-0101	064	S	0	150	78	YES	14,641	2,175	12,865	421	244	1,355
	*09 PROGRAM SUMMARY					78		14,641	2,175	12,865	421	244	1,355
3303	14-0704	010	S	0	120	11	NO	5,333	1,900	4,835	63	244	1,355
	*14 PROGRAM SUMMARY					11		5,333	1,900	4,835	63	244	1,355
3303	17-0302	079	S	0	120	22	NO	4,824	947	4,262	31	122	409
	*17 PROGRAM SUMMARY					22		4,824	947	4,262	31	122	409
**SBAS	SUMMARY OF ROUNDUP H S					176		36,459	6,994	32,176	580	619	3,034
3305	01-0100	039	S	0	120	27	NO	16,464	5,183	14,700	171	666	927
	*01 PROGRAM SUMMARY					27		16,464	5,183	14,700	171	666	927
3305	09-0101	120	S	0	150	20	YES	12,604	1,787	11,523	346	735	735
	*09 PROGRAM SUMMARY					20		12,604	1,787	11,523	346	735	735
**SBAS	SUMMARY OF MELSTONE H S					47		29,068	6,970	26,223	517	666	1,552
***	COUNTY SUMMARY					223		65,527	13,964	58,399	1,097	1,285	4,746

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(34) PARK

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
3403	01-0100	042	S	0	120	130	NO	27,795	15,072	22,348	698	2,711	2,038
*01 PROGRAM SUMMARY----->													
3403	04-0800	011	S	0	120	25	YES	14,900	3,080	13,812	143	554	391
*04 PROGRAM SUMMARY----->													
3403	09-0101	065	S	0	150	300	YES	26,119	4,144	20,293	1,123	554	4,703
*09 PROGRAM SUMMARY----->													
3403	14-0303	067	S	0	120	18	YES	22,664	16,578	18,632	768	2,982	292
*14 PROGRAM SUMMARY----->													
3403	17-1001	082	S	0	120	32	NO	16,647	945	15,932	44	170	501
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF PARK H S >													
3411	01-0100	041	S	0	120	26	NO	16,130	4,156	14,496	165	641	828
*01 PROGRAM SUMMARY----->													
3411	09-0101	066	S	0	150	40	YES	15,861	1,060	14,340	246	641	1,275
*09 PROGRAM SUMMARY----->													
3411	14-0303	003	S	0	120	10	NO	4,690	1,844	4,015	73	284	318
*14 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF CLYDE PARK H S >													
*** COUNTY SUMMARY ----->													
									46,879	123,860	3,260	7,342	10,336

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(36) PHILLIPS

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
3608	01-0100	044	S	0	120	42	NO	17,818	6,791	14,845	359	1,396	1,218
*01 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF SACO H S >													
*** COUNTY SUMMARY ----->													
									6,791	14,845	359	1,396	1,218

(37) PORDERA

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SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
3704	01-0100	045	S	0	120	130	NO	37,300	11,115	33,077	441	1,714	2,258
	*01 PROGRAM SUMMARY					130		37,300	11,115	33,077	441	1,714	2,356
3704	07-0303	002	S	0	120	12	YES	3,873	500	3,586	20	77	190
	*07 PROGRAM SUMMARY					12		3,873	500	3,586	20	77	190
3704	09-0101	067	S	0	150	150	YES	21,190	1,900	18,362	441		2,397
	*09 PROGRAM SUMMARY					150		21,190	1,900	18,362	441		2,397
3704	14-0303	037	S	0	120	13	NO	8,482	4,950	7,317	196	763	206
	*14 PROGRAM SUMMARY					13		8,482	4,950	7,317	196	763	206
**SBAS	SUMMARY OF CONRAD H S					305		70,845	18,465	62,342	1,098	2,554	4,851
3707	09-0101	068	S	0	150	60	YES	16,902	3,040	14,970	706		1,226
	*09 PROGRAM SUMMARY					60		16,902	3,040	14,970	706		1,226
3707	14-0303	050	S	0	120	13	NO	7,346	3,100	6,480	123	478	255
	*14 PROGRAM SUMMARY					13		7,346	3,100	6,480	123	478	255
3707	17-9999	083	S	0	120	50	NO	31,330	15,679	27,269	622	2,417	1,022
	*17 PROGRAM SUMMARY					50		31,330	15,679	27,269	622	2,417	1,022
**SBAS	SUMMARY OF VALIER H S					123		55,578	21,819	48,719	1,451	2,895	2,513
	*** COUNTY SUMMARY					428		126,423	40,284	111,061	2,549	5,449	7,354

(38) POWDER RIVER

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
3811	01-0100	046	S	0	120	25	NO	19,313	9,256	17,965	184	714	450
*01 PROGRAM SUMMARY----->													
3811	09-0101	069	S	0	150	48	YES	37,245	5,648	35,725	656		854
*09 PROGRAM SUMMARY----->													
3811	14-0303	041	S	0	120	15	YES	14,281	6,382	13,392	127	492	270
*14 PROGRAM SUMMARY----->													
3811	17-9999	084	S	0	120	45	NO	15,855	5,770	14,486	114	445	810
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF PWRD RVR CO DIST HS >										81,568	1,081	1,651	2,394
*** COUNTY SUMMARY ----->										81,568	1,081	1,651	2,394

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(39) POWELL

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
3902	01-0100	047	S	0	120	80	NO	35,206	8,320	33,134	165	641	1,256
*01 PROGRAM SUMMARY----->													
3902	09-0101	118	S	0	150	210	YES	16,005	3,925	12,226	456		3,323
*09 PROGRAM SUMMARY----->													
3902	14-0304	057	S	0	120	36	NO	10,854	7,188	9,588	143	554	559
*14 PROGRAM SUMMARY----->													
3902	17-9999	085	S	0	120	45	NO	14,858	3,145	13,841	62	243	712
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF POWELL CO H S >										68,789	826	1,438	5,870
*** COUNTY SUMMARY ----->										68,789	826	1,438	5,870

(40) PRAIRIE

SBAS	OE CODE	IO	LE	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4002	09-0101	070	S	0	150	40	YES	16,520	2,650	14,990	718		812
	*09 PROGRAM SUMMARY				----->	40		16,520	2,650	14,990	718		812
**SBAS	SUMMARY OF PERRY H S				>	40		16,520	2,650	14,990	718		812
***	COUNTY SUMMARY				----->	40		16,520	2,650	14,990	718		812

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(41) RAVALLI

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4102	09-0101	071	S	0	150	112	YES	19,774	3,052	17,194	591		1,939
	*09 PROGRAM SUMMARY----->												
4102	14-0702	009	S	0	120	20	NO	9,012	6,138	7,665	203	789	355
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF CORVALLIS HS >												
4104	01-0100	048	S	0	120	60	NO	21,647	8,759	19,234	290	1,126	997
	*01 PROGRAM SUMMARY----->												
4104	09-0101	072	S	0	150	120	YES	16,931	5,639	13,846	1,091		1,994
	*09 PROGRAM SUMMARY----->												
4104	14-9999	014	S	0	120	9	NO	4,920	2,400	4,384	79	308	149
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF STEVENSVILLE HS >												
4106	09-0101	073	S	0	150	400	YES	29,322	5,100	21,843	1,184		6,295
	*09 PROGRAM SUMMARY----->												
4106	14-0303	016	S	0	120	45	NO	8,336	5,700	6,523	226	879	708
	*14 PROGRAM SUMMARY----->												
4106	17-9999	086	S	0	120	109	NO	14,836	2,500	12,637	99	385	1,715
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF HAMILTON HS >												
4108	09-0101	074	S	0	150	50	YES	12,311	1,305	10,940	303		1,058
4108	09-0299	075	S	0	120	20	YES	2,786	785	2,207	31	121	427
	*09 PROGRAM SUMMARY----->												
4108	14-0303	015	S	0	120	20	NO	7,464	4,551	6,154	181	702	427
	*14 PROGRAM SUMMARY----->												
4108	17-9999	090	S	0	120	49	NO	9,363	5,300	7,289	210	817	1,047
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF VICTOR HS >												
4113	09-0101	076	S	0	150	102	YES	13,759	1,326	10,840	359		2,550
	*09 PROGRAM SUMMARY----->												
4113	14-0303	013	S	0	120	10	NO	6,228	2,800	5,343	130	504	251
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF FLORENCE-CARLTON HS >												
						112		19,987	4,126	16,183	489	504	2,811
								176,609	55,355	146,099	4,977	5,631	19,962
								*** COUNTY SUMMARY ----->					

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(42) RICHLAND

SBAS	OL CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4202	01-0100	050	S	0	120	87	NO	19,654	8,003	16,988	265	1,028	1,373
*01 PROGRAM SUMMARY----->													
4202	04-0800	012	S	0	120	36	YES	15,467	6,200	13,897	205	797	558
*04 PROGRAM SUMMARY----->													
4202	09-0101	077	S	0	150	254	YES	20,938	2,350	16,474	455		4,009
*09 PROGRAM SUMMARY----->													
4202	14-0702	058	S	0	120	12	YES	7,915	5,656	6,812	187	727	139
*14 PROGRAM SUMMARY----->													
4202	17-9999	091	S	0	120	100	NO	27,263	2,150	25,338	71	276	1,578
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF SIDNEY H S > 489													
4204	09-0101	078	S	0	150	64	YES	11,620	1,350	9,609	313		1,598
*09 PROGRAM SUMMARY----->													
4204	17-2306	093	S	0	120	30	NO	13,967	6,768	11,858	269	1,044	796
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF SAVAGE H S > 94													
4207	01-0100	049	S	0	120	85	NO	46,761	10,877	43,008	432	1,677	1,644
*01 PROGRAM SUMMARY----->													
4207	09-0101	079	S	0	150	70	YES	21,364	6,640	18,468	1,542		1,354
*09 PROGRAM SUMMARY----->													
4207	14-0704	055	S	0	120	15	NO	7,423	4,700	6,221	187	725	290
*14 PROGRAM SUMMARY----->													
4207	17-0302	092	S	0	120	34	NO	28,104	14,742	24,589	585	2,273	557
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF FAIRVIEW H S > 204													
*** COUNTY SUMMARY -----> 787													
193,262													
8,547													
14,156													

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DISTRICT PROGRAM SUMMARY
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(43) ROOSEVELT

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4303	09-0101	080	S	O	150	55	YES	20,560	2,742	18,637	955		958
	*09 PROGRAM SUMMARY----->												
4303	14-0303	022	S	O	120	13	NO	9,267	5,000	7,585	298	1,156	228
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF POPULAR H S >												
4305	01-0100	052	S	O	120	42	NO	19,334	5,136	17,264	240	933	897
	*01 PROGRAM SUMMARY----->												
4305	09-0101	119	S	O	150	31	YES	19,591	1,594	18,497	432		652
	*09 PROGRAM SUMMARY----->												
4305	14-0303	059	S	O	120	9	NO	4,083	1,750	3,495	81	315	192
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF CULBERTSON H S >												
4307	01-0100	053	S	O	120	100	NO	27,331	14,755	20,929	976	3,792	1,634
	*01 PROGRAM SUMMARY----->												
4307	09-0101	081	S	O	150	140	YES	25,220	1,967	22,172	761		2,237
	*09 PROGRAM SUMMARY----->												
4307	14-0702	033	S	O	120	20	NO	4,149	673	3,605	45	173	326
	*14 PROGRAM SUMMARY----->												
4307	17-1300	092	S	O	120	25	NO	4,237	50	3,813	3	13	408
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF WOLF POINT H S >												
4311	01-0100	051	S	O	120	20	NO	23,735	7,319	20,688	484	1,881	532
	*01 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF BAINVILLE H S >												
								157,507	41,036	136,685	4,275	8,263	8,234
								*** COUNTY SUMMARY ----->					

(44) ROSEBUD

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4404	01-0100	054	S	0	120	80	NO	49,284	36,151	40,850	1,435	5,574	1,425
	*01 PROGRAM SUMMARY----->												
4404	09-0101	082	S	0	150	70	YES	18,850	4,870	16,364	1,131		1,335
	*09 PROGRAM SUMMARY----->												
4404	14-0303	052	S	0	120	13	NO	8,398	3,395	7,509	135	523	231
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF FORSYTH H S												2,701
4407	01-0100	055	S	0	120	32	NO	15,055	4,234	13,040	224	870	921
	*01 PROGRAM SUMMARY----->												
4407	09-0101	083	S	0	150	45	YES	14,093	1,492	12,335	462		1,235
	*09 PROGRAM SUMMARY----->												
4407	14-0303	040	S	0	120	15	NO	5,490	2,762	4,344	146	568	432
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF ROSEBUD H S												832
4409	09-0101	084	S	0	150	65	YES	13,699	1,500	12,157	348		1,134
	*09 PROGRAM SUMMARY----->												
4409	14-0702	030	S	0	120	25	NO	10,000	6,020	8,374	239	928	459
	*14 PROGRAM SUMMARY----->												
4409	17-9999	093	S	0	120	16	NO	22,244	5,240	20,934	208	808	294
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF COLSIRI H S												795
	*** COUNTY SUMMARY----->												4,328
									65,664	135,927	9,271	7,537	

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DISTRICT PROGRAM SUMMARY
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(45) SANDERS

SBAS	OE CODE	ID	LEV	STAT	FUND	EST	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4502	09-0101	085	S	0	150	65	YES	22,636	2,497	21,052	387		1,197
	*09 PROGRAM SUMMARY----->												
4502	14-0303	069	S	0	120	13	NO	6,354	2,730	5,762	72	281	239
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF PLAINS H S >												
4504	09-0101	086	S	0	150	60	YES	13,588	1,250	12,337	242		1,109
	*09 PROGRAM SUMMARY----->												
4504	14-0704	023	S	N	120	13	NO	5,910	1,321	5,456	44	170	240
	*14 PROGRAM SUMMARY----->												
4504	17-9999	094	S	0	120	51	NO	13,161	2,289	11,848	76	294	943
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF THOMPSON FALLS H S >												
4514	09-0101	087	S	0	150	60	YES	6,316	1,218	4,697	236		1,333
	*09 PROGRAM SUMMARY----->												
4514	14-0303	028	S	0	120	20	NO	10,225	1,680	9,492	56	216	451
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF HOT SPRGS H S >												
***	COUNTY SUMMARY ----->												
						282		78,290	12,985	70,644	1,113	961	5,572

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(46) SHERIDAN

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4605	01-0100	056	S	0	120	40	NO	23,946	7,576	21,286	351	1,363	946
*01 PROGRAM SUMMARY----->													
4605	09-0101	121	S	0	150	15	YES	13,632	600	13,114	163		355
*09 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF MEDICINE LK H S >													
*** COUNTY SUMMARY ----->													
									8,176	34,400	514	1,363	1,301
									8,176	34,400	514	1,363	1,301

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(47) SILVER BOW

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4706	14-0702	045	S	0	120	240	NO	30,724	9,175	25,776	243	943	3,752
*14 PROGRAM SUMMARY----->													
4706	17-9999	095	S	0	120	625	NO	267,490	70,094	248,632	1,855	7,205	9,798
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF BUTTE H S >													
									79,269	274,408	2,098	8,148	13,550
									79,269	274,408	2,098	8,148	13,550
*** COUNTY SUMMARY ----->													

(48) STILLWATER

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4802	01-0100	060	S	0	120	38	NO	25,767	12,301	23,115	325	1,264	1,053
	*01 PROGRAM SUMMARY----->												
4802	09-0101	088	S	0	150	50	YES	19,822	7,372	17,282	1,141		1,399
	*09 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF PARK CITY H S >												
4804	01-0100	059	S	0	120	70	YES	20,530	7,625	27,867	252	980	1,431
	*01 PROGRAM SUMMARY----->												
4804	09-0101	089	S	0	150	140	YES	14,232	1,875	11,007	363		2,852
	*09 PROGRAM SUMMARY----->												
4804	14-0303	031	S	0	120	16	NO	4,152	1,971	3,507	65	253	327
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF COLUMBUS H S >												
4814	01-0100	058	S	0	120	70	YES	3,864	13,496	19,375	625	2,428	1,436
	*01 PROGRAM SUMMARY----->												
4814	09-0101	090	S	0	150	70	YES	4,685	3,100	12,409	840		1,436
	*09 PROGRAM SUMMARY----->												
4814	14-0303	080	S	0	120	9	NO	4,034	1,200	3,578	56	216	184
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF ABSAROXEE H S >												
	*** COUNTY SUMMARY----->												
						149		12,583	17,796	35,362	1,521	2,644	3,056
						463		127,086	48,940	118,140	3,667	5,141	10,138

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DISTRICT PROGRAM SUMMARY
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(49) SWEET GRASS

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
4907	01-0100	062	S	0	120	84	NO	36,583	11,716	31,419	542	2,108	1,514
*01 PROGRAM SUMMARY----->													
4907	09-0101	091	S	0	150	90	YES	20,558	2,280	18,318	618		1,522
*09 PROGRAM SUMMARY----->													
4907	14-0303	071	S	0	120	12	NO	5,931	4,748	4,641	220	854	216
*14 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF SWT GRASS CO HS >													
*** COUNTY SUMMARY ----->													
								63,072	18,744	55,378	1,380	2,962	3,352
								63,072	18,744	55,378	1,380	2,962	3,352

(50) TETON

SBAS	OE CODE	IO	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION	
5002	01-0100	063	S	0	120	75	NO	21,912	1,770	20,374	47	182	1,309	
*01 PROGRAM SUMMARY----->														
5002	09-0101	092	S	0	150	100	YES	16,656	800	14,787	124		1,745	
*09 PROGRAM SUMMARY----->														
**SBAS SUMMARY OF CHOTEAU H S > 175														
5006	01-0100	065	S	0	120	55	NO	18,562	6,525	16,485	216	839	1,022	
*01 PROGRAM SUMMARY----->														
5006	09-0101	093	S	0	150	87	YES	16,668	4,505	14,179	872		1,617	
*09 PROGRAM SUMMARY----->														
5006	14-9999	056	S	0	120	15	NO	11,228	8,924	9,508	295	1,147	278	
*14 PROGRAM SUMMARY----->														
5006	17-0302	102	S	0	120	30	NO	10,562	1,296	9,775	43	167	577	
*17 PROGRAM SUMMARY----->														
**SBAS SUMMARY OF FAIRFIELD H S > 187														
5008	01-0100	064	S	0	120	36	YES	20,243	3,304	18,754	109	425	955	
*01 PROGRAM SUMMARY----->														
**SBAS SUMMARY OF DUTTON H S > 36														
*** COUNTY SUMMARY -----> 398														
										27,124	103,862	1,706	2,760	7,503

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(51) TOOLE

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
5102	17-0302	104	S	O	120	41	NO	31,336	9,953	28,876	329	1,279	852
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF SUNBURST H S >													
5108	01-0100	066	S	O	120	50	NO	21,518	5,648	19,418	262	1,016	822
*01 PROGRAM SUMMARY----->													
5108	09-0101	122	S	O	150	100	YES	15,969	3,701	13,322	1,003		1,644
*09 PROGRAM SUMMARY----->													
5108	14-0303	060	S	O	120	40	NO	21,025	11,305	17,811	523	2,034	557
*14 PROGRAM SUMMARY----->													
5108	17-0302	103	S	O	120	45	NO	21,289	5,202	19,372	241	936	740
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF SHELBY H S >													
*** COUNTY SUMMARY ----->													
									25,856	69,923	2,029	3,986	3,853
									35,809	98,799	2,358	5,265	4,715

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(52) TREASUR

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
5202	09-0101	095	S	O	150	80	YES	12,220	1,560	10,019	423		1,778
*09 PROGRAM SUMMARY----->													
5202	14-0702	074	S	O	120	9	NO	2,249		2,035			214
*14 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF HYSHAM H S >													
*** COUNTY SUMMARY ----->													
									1,560	12,054	423		1,992
									1,560	12,054	423		1,992

(53) VALLEY

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
5302	09-0101	096	S	0	150	376	YES	72,190	8,500	63,335	2,961		5,894
	*09 PROGRAM SUMMARY----->												
5302	14-0303	066	S	0	120	35	NO	10,077	4,421	8,243	263	1,023	548
	*14 PROGRAM SUMMARY----->												
5302	17-9999	105	S	0	120	20	NO	22,347	4,470	20,734	266	1,034	313
	*17 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF GLASGOW H S												6,755
5306	01-0100	067	S	0	120	44	NO	29,862	6,750	27,050	313	1,214	1,295
	*01 PROGRAM SUMMARY----->												
5306	09-0101	097	S	0	150	30	YES	16,192	1,740	14,845	471		876
	*09 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF HINSDALE H S												2,151
5308	01-0100	068	S	0	120	40	NO	20,152	5,846	17,760	309	1,202	851
	*01 PROGRAM SUMMARY----->												
5308	09-0101	098	S	0	150	37	YES	19,428	2,320	17,913	718		797
	*09 PROGRAM SUMMARY----->												
5308	14-0303	019	S	0	120	12	NO	6,981	1,760	6,268	93	362	258
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF OPHEIM H S												1,916
5310	09-0101	099	S	0	150	64	YES	21,304	3,163	18,462	1,102		1,740
	*09 PROGRAM SUMMARY----->												
5310	14-0303	047	S	0	120	15	NO	5,667	2,690	4,575	160	622	310
	*14 PROGRAM SUMMARY----->												
**SBAS	SUMMARY OF NASHUA H S												2,050
*** COUNTY SUMMARY ----->									5,853	23,037	1,262	622	
									41,660	199,205	6,656	5,457	12,832

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(54) WHEATLAND

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
5403	01-0100	069	S	0	120	70	NO	23,693	6,954	20,505	368	1,430	1,390
*01 PROGRAM SUMMARY----->													
5403	09-0101	100	S	0	150	70	YES	18,542	3,522	16,061	1,091		1,390
*09 PROGRAM SUMMARY----->													
5403	14-0303	039	S	0	120	15	NO	9,739	5,410	8,044	286	1,112	297
*14 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF HARLOWTON H S >													
*** COUNTY SUMMARY ----->													

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(55) WIBAUX

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
5504	01-0100	070	S	0	120	100	NO	20,756	5,700	17,531	226	879	2,120
*01 PROGRAM SUMMARY----->													
5504	09-0101	123	S	0	150	61	YES	17,305	2,195	15,556	510		1,239
*09 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF WIBAUX H S >													
*** COUNTY SUMMARY ----->													

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(56) YELLOWSTONE

SBAS	OE CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
5602	01-0100	071	S	0	120	135	YES	76,840	21,102	70,633	837	3,254	2,116
*01 PROGRAM SUMMARY----->													
5602	04-0800	013	S	0	120	118	YES	45,421		43,572			
*04 PROGRAM SUMMARY----->													
5602	07-9900	003	S	0	120	23	YES	22,267	2,360	21,449	94	364	350
*07 PROGRAM SUMMARY----->													
5602	09-0201	101	S	0	120	101	YES	53,521	5,636	50,845	224	869	1,533
*09 PROGRAM SUMMARY----->													
5602	14-9999	042	S	0	120	155	YES	94,347	10,133	89,954	402	1,562	2,129
*14 PROGRAM SUMMARY----->													
5602	17-9999	110	S	0	120	640	NO	363,080	44,539	344,411	1,768	6,868	10,033
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF BILLINGS H S > 1,172													
5607	09-0101	103	S	0	150	178	YES	37,429	3,616	33,773	840		2,816
*09 PROGRAM SUMMARY----->													
5607	14-0303	065	S	0	120	38	NO	7,897	3,700	6,578	147	571	601
*14 PROGRAM SUMMARY----->													
5607	17-0302	109	S	0	120	35	NO	12,893	6,107	11,156	242	942	553
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF LAUREL H S > 251													
5610	01-0100	072	S	0	120	30	NO	17,403	5,713	15,117	265	1,028	993
*01 PROGRAM SUMMARY----->													
5610	14-0303	044	S	0	120	10	NO	5,404	3,060	4,381	142	550	331
*14 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF CUSTER H S > 40													
5613	09-0101	115	S	0	150	39	YES	10,046	2,046	8,112	475	1,459	1,459
*09 PROGRAM SUMMARY----->													
5613	17-0302	110	S	0	120	14	NO	10,173	2,971	9,074	118	458	523
*17 PROGRAM SUMMARY----->													
**SBAS SUMMARY OF BROADVIEW H S > 53													
5616	01-0100	073	S	0	120	100	YES	54,632	25,200	47,995	1,000	3,886	1,751
*01 PROGRAM SUMMARY----->													

(56) YELLOWSTONE

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SBAS	OL CODE	ID	LEV	STAT	FUND SOURCE	EST ENROLL	CO-OP	TOTAL BUDGET	TOTAL EXCESS COST	LOCAL SHARE	FEDERAL SHARE	STATE SHARE	FOUNDATION
5616	09-0101	104	S	0	150	115	YES	43,985	2,636	41,359	612		2,014
	*09 PROGRAM SUMMARY----->												
						115		43,985	2,636	41,359	612		2,014
**SBAS	SUMMARY OF HUNTLEY PROJ HS >												
						215		98,617	27,836	89,354	1,612	3,886	3,755
5618	09-0101	105	S	0	150	78	YES	13,738	2,240	11,007	260		1,471
	*09 PROGRAM SUMMARY----->												
						78		13,738	2,240	11,007	260		1,471
5618	14-0303	053	S	0	120	18	NO	3,878	1,500	3,393	30	116	339
	*14 PROGRAM SUMMARY----->												
						18		3,878	1,500	3,393	30	116	339
5618	17-9999	107	S	0	120	50	NO	22,579	1,349	21,505	27	104	943
	*17 PROGRAM SUMMARY----->												
						50		22,579	1,349	21,505	27	104	943
**SBAS	SUMMARY OF SHEPHERD H S >												
						146		40,195	5,089	36,905	317	220	2,753
***	COUNTY SUMMARY ----->												
						1,877		895,533	143,908	855,314	7,483	20,572	32,154
****	STATE SUMMARY ----->												
						28,763		7,915,806	2,081,957	7,011,161	160,286	247,472	496,837

FULL-TIME

POSTSECONDARY ADULT VOCATIONAL-TECHNICAL CENTER SUMMARY

<u>Center</u>	<u>Federal</u>	<u>State</u>	<u>Local</u>	<u>Total</u>
Billings	\$ 197,103	\$ 790,595	-0-	\$ 987,698
Butte	160,699	644,574	-0-	805,273
Great Falls	223,562	685,954	-0-	909,516
Helena	264,711	1,061,777	-0-	1,326,488
Missoula	<u>285,514</u>	<u>1,145,217</u>	<u>-0-</u>	<u>1,430,731</u>
	\$1,131,589	\$4,328,117	-0-	\$5,459,706

APPENDIX

APPENDIX A
Board of Public Education Policies
and
Office of Public Instruction Administrative Procedures
for
Vocational Education in Montana

December 7, 1977

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001 Definitions

Adult program - Vocational education for persons 16 years of age or older who have completed or left high school and who are not described in the definition of "postsecondary program," or who have already entered the labor market, or who are unemployed. (FEDERAL)

American Indian or Native Alaskan - A person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognition. (FED)

Ancillary services - Activities which contribute to the enhancement of quality in vocational education programs, including activities such as teacher training and curriculum development, but excluding administration (except in consumer and homemaking education under Section 150 of the Act). (FED)

Application Fee - A fee collected only one time from each applying student. The student application fee is considered as part of the Board of Public Education fee.

Apprentice Course - A course devoted to teaching vocational and related information to individuals pursuing a formal apprentice training program and registered with a recognized state or federal apprenticeship agency.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, India and Vietnam. (FED)

Black, not of Hispanic Origin - A person having origins in any of the black racial groups of Africa. (FED)

Board of Public Education - The sole agency to disburse federal and state vocational funds and to plan, coordinate, govern, and provide leadership for the total state vocational education system under the governing jurisdiction of the Board of Public Education. (FED)

Board of Public Education Fee - A fee established by the Board of Public Education for postsecondary vocational technical center students.

Capital Expenditure - Includes major equipment, minor equipment and construction both major and minor to buildings or grounds.

Consumer and Homemaking Education Programs - Instructional programs, services, and activities at all educational levels for the occupations of homemaking including, but not limited to:

- (1) Consumer education;
 - (2) Food and nutrition;
 - (3) Family living and parenthood education;
 - (4) Child development and guidance;
 - (5) Housing and home management (including resource management); and
 - (6) Clothing and textiles.
- (FED)

Cooperative Education - A program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program. (FED)

Cooperative Program Seminar - A minimum of one hour per week, in addition to regular classes devoted to discussion of working problems, assignments of special projects, etc.

Curriculum - A series of courses or units, organized in sequential order, designed to lead the student toward the attainment of vocational aims and objectives.

Director - An administrator who has administrative responsibilities for vocational programs.

Disadvantaged -

- (a) Persons (other than handicapped persons) who:
 - (1) Have academic or economic disadvantages; and
 - (2) Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.
- (b) "Academic disadvantage" for the purposes of this definition of "disadvantaged" means that a person
 - (1) Lacks reading and writing skills;
 - (2) Lacks mathematical skills; or
 - (3) Performs below grade level.
- (c) "Economic disadvantage," for the purposes of this definition of "disadvantaged," means
 - (1) Family income is at or below national poverty level;
 - (2) Participant or parent(s) or guardian of the participant is unemployed;

- (3) Participant or parent of the participant is recipient of public assistance; or
 - (4) Participant is institutionalized or under State guardianship.
- (FED)

Energy Education Program - A program for the training of miners, supervisors, technicians (particularly safety personnel) and environmentalists in the field of coal mining and coal mining technology. Programs may be conducted at the postsecondary institutions only. Programs may also include training of individuals needed for the installation of solar energy equipment, including training necessary for the installation of glass paneled solar collectors and of wind energy generators, and for the installation of other related applications of solar energy. (FED)

Evaluation - A term indicating the procedure for determining the effectiveness of the program.

Executive Officer of Vocational Education - The legally designated state official directly responsible to the Board of Public Education for the state administration of the policies of vocational education.

Exemplary Program - A program designed to enable educational agencies to explore, develop and demonstrate new and innovative ways to plan, implement and conduct vocational education programs, including

- (1) programs designed to develop high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals;
- (2) programs designed to develop training opportunities for persons in sparsely populated rural areas and for individuals migrating from farms to urban areas;
- (3) programs of effective vocational education for individuals with limited English-speaking ability;
- (4) establishment of cooperative arrangements between public education and manpower agencies, designed to correlate vocational education opportunities with current and projected needs of the labor market; and
- (5) programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps, including
 - (a) programs and projects designed to familiarize secondary school students with the broad range of occupations for which special skills are required, and the requisites for careers in such occupations; and
 - (b) programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education. Priority will

be given to programs designed to reduce sex stereotyping in vocational education.
(FED)

Full-time Equivalent (Postsecondary) -

- a. Student - Twenty-five (25) classroom contact hours per week.
- b. Administrator - Twelve (12) months of contracted employment.
- c. Instructional Staff - Twenty-five (25) hours of actual student classroom contact hours per week.
- d. Other Professional - Thirty-five (35) hours per week for a 180-190 day contracted period.
- e. Support Staff - Forty (40) hours per week for a twelve (12) month period.
- f. Productivity formula by FTE:

$$\text{FTE} = \frac{\# \text{ of students} \times \text{inst. classroom hours per week}}{375}$$

The national average size of postsecondary vocational education courses is approximately 14.8; we used the average of 15 students. The 375 factor is derived by multiplying the average class size (15) times the average instructional staff hours in front of a class (25).
 $15 \times 25 = 375$.

The above formula applies to all instructors unless it violates pre-established standards required by state or national accrediting agencies.

Full-Time vocational education teacher - An instructor carrying a vocational teaching assignment that contains at least the minimum number of hours considered by the State Board or local educational agency to be the recognized full-time load of a person engaged for a normal work day and week in the program. (FED)

Guidance and Counseling Programs - Includes counseling, information, placement, appraisal, and follow-up and research.

Handicapped -

- (a) A person who is:
 - (1) Mentally retarded;
 - (2) Hard of hearing;
 - (3) Deaf;
 - (4) Speech impaired;
 - (5) Visually handicapped;
 - (6) Seriously emotionally disturbed;
 - (7) Crippled (orthopedically impaired); or
 - (8) Other health impaired person, including a person who suffers from learning disabilities to the extent the disability is a health impairment; and

Postsecondary educational institution - A nonprofit institution legally authorized to provide postsecondary education within a state for persons sixteen years or older, who have graduated from or left elementary or secondary. (FED)

Postsecondary program - Vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward a vocational certificate or associate or other degree, but which programs are not designed as baccalaureate or higher degree programs. (FED)

Preparatory Instruction - Vocational education instruction for persons who are available for study in preparation for entering the labor market. Classes must be part of an approved program and all students receiving vocational instruction in preparatory classes under the State Plan must have a vocational objective which is a matter of record. Classes may be conducted in the day or evening, but in all cases must be part of a total program of study intended to prepare the student to enter the labor market in the vocation for which the instruction is given. (FED)

Program Assignment - Persons classified as instructional staff are assigned to program areas of instruction. Assignments should be unduplicated and only counted once. Dual or multiple assignment should be recorded in the program where the most clock hours of instruction occur. This definition relates to staff accounting and not budgeting. (FED)

Program Charges - A definition employing the concept of students receiving goods or services that are deemed necessary for their use in the program on an individual cost reimbursement basis. The sole purpose for collecting such charges would be for control purposes of items needed by the student that would have to be purchased regardless. Monies collected should not supplement program budgets.

Program Completer - A student who has completed a planned sequence of courses, services, or activities designed to meet an occupational objective. (FED)

Program Fee - A fee recommended by postsecondary vocational technical centers' local administrative boards and requiring Board of Public Education approval which is collected to offset higher program operational costs for specified programs.

Program Options - Concentrated training in a specific occupational skill which is part of an approved vocational program. The concentrated training options shall be designated on the student's program completion certificate.

- (b) A person who, by reason of the above:
- (1) Requires special education and related services, and
 - (2) Cannot succeed in the regular vocational education program without special education assistance; or
 - (3) Requires a modified vocational education program.
- (FED)

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. (FED)

Industrial arts education program - Those education programs:

- (a) Which pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials and processes; and
- (b) Which assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

(FED)

Instructional Staff - Individuals employed for the primary purpose of performing instructional activities in job skill preparation. Only those individuals who devote 50% or more of their time to instruction in specific job skills instruction or training should be reported. Both part-time and full-time staff members should be reported. (FED)

Left before completion - A student who had been enrolled in a program of vocational education and left the school and program voluntarily before its formal completion because he/she acquired sufficient entry-level job skills to work in the field, and who took a job related to that training or left for personal reasons.

Limited English Speaking -

- (a) Individuals who were not born in the United States or whose native language is a language other than English, and
- (b) Individuals who come from environments where a language other than English is dominant, as further defined by the Commissioner under regulations authority by the Bilingual Education Act, Title VII, Elementary and Secondary Education Act of 1965, as amended and by reasons thereof, have difficulty speaking and understanding instruction in the English language.

(FED)

Local Advisory Committee - A group of persons, usually outside the education profession, selected for the purpose of offering

advice and counsel regarding vocational education to the educational institution.

Major Equipment - Fixed or movable articles, particularly designed and essential for use in a vocation, or training for a vocation, which cost \$300 or more per unit. (Not applicable to construction projects.)

- (a) Agriculture
- (b) Distributive
- (c) Health
- (d) Home Economics Occupational preparation
- (e) Office
- (f) Technical
- (g) Trade and Industry

Under these occupational headings there are many specific occupational or vocational fields of training.

Manpower Training - Specialized federal training programs designed to lower the state or local unemployment level or to increase the number of employable persons through training programs.

Minor Equipment - Those fixed or movable articles particularly designed for and essential to the performance of work in a vocation, or training for a vocation, which cost less than \$300 per unit. (Not applicable to construction costs.)

Montana Advisory Council for Vocational Education - A council appointed by the Governor which is separate and independent from the Board of Public Education. The advisory council shall advise the Board on development of the State Plan, long-range planning, and on policy matters arising from administration of the State Plan, and evaluate vocational education program offerings and submit an annual evaluation report.

Occupational Skills - Refers to instruction directly preparing persons for employment in a specific occupation or a cluster of closely-related occupations in an occupational field.

Occupational Title - The common name by which a position is identified. The generally accepted source of nomenclature is the Dictionary of Occupational Titles, published by the Department of Labor.

Open-entry/exit program - A program which allows students to enter at any time as the specific program allows, and to exit upon achieving acceptable competency.

Part-time vocational education teacher - An instructor carrying a vocational teaching assignment that contains less than the minimum number of hours considered by the State Board or local educational agency to be the recognized full-time load of a person engaged for a normal work day and week in that program.

Project VIEW (Vital Information for Education and Work) - A career guidance system which contains microfilmed information on education and work.

Remedial - Planned diagnostic and/or helpful systematic activities for individuals currently enrolled who have deficits in basic skills area. (FED)

Secondary program - Vocational education for persons in high school (span of grades usually beginning with grade 9 and ending with grade 12.) (FED)

Short-term preparatory - Classes organized to present short, intensive instruction in the skills or knowledge essential to employment at the entry level in a specific vocation. (FED)

Special Needs - Applies to persons who meet the requirements under the law for one of the three categories--handicapped, disadvantaged, and limited English-speaking--who require special programs, modification of programs, or supplemental services to help them succeed in a vocational education program. (FED)

State Board - The State Board (Board of Public Education) designated or created by state law as the sole state agency responsible for:

- (a) The administration of vocational education; or
 - (b) Supervision of the administration of vocational education in the state.
- (FED)

State Educational Agency (SEA) -

- (a) The State Board of Education; or
 - (b) Other agency or office primarily responsible for the state supervision of public elementary and secondary schools, Office of Public Instruction; or
 - (c) If there is no such office or agency, an office or agency designated by the Governor or by state law.
- (FED)

State student organization advisor - The state program consultant who provides statewide leadership to the appropriate vocational student organization as a part of the responsibility of the position.

State Plan - An agreement between the Board of Public Education and the U. S. Office of Education describing:

- (a) The vocational education program developed by the state to meet its own purposes and conditions, and
- (b) The conditions under which the state will use federal vocational education funds (such conditions must conform to the federal acts and the official policies of the U. S. Office of Education before programs may be reimbursed from

federal funds.)
(FED)

State Program Consultant - A recognized expert in a specialized field or vocation whose advice is sought in the improvement of vocational education programming and program development.

Student Contact Hour - An hour in which a student has contact with an instructor. For example, the number of students in the course, multiplied by the number of weeks in the quarter, multiplied by the number of hours per week in class equals the total number of student contact hours generated by a particular course for the quarter. Or, $\# \text{ students} \times \# \text{ weeks} \times \# \text{ hours per week} = \# \text{ contact hours generated}$. This definition would include cooperative work experience, practicums, etc.

Supervisor - A person who has supervisory responsibilities for vocational programs.

Supplemental Courses - Courses designed to extend or upgrade the skills and knowledge of persons already employed in the vocation (or related vocation) for which the instruction is given.

Support staff - Individuals employed for maintenance, secretarial, or similar support duties.

Syllabus - A summary or outline kept on file at the school which outlines the main points of a course of study for each vocational course offered.

Transient student - A student who enters and then exits a program without completion in less than ten consecutive class days.

Tuition - Payment for instruction with the amount determined by the Board of Public Education.

Unduplicated Count - The process of reporting an individual student only once, regardless of the number of programs in which he or she is enrolled during the year. Students who were enrolled in more than one program during the year, or who transferred from one program to another, should be reported only once. Assign that student to the program closest to the student's occupational objective. If the student has two or more occupational objectives, then assign to the one program with the greatest number of hours of instruction. (FED)

Vocational Counselor - A vocationally and professionally trained person assisting individuals to understand their capabilities and interests, to choose a suitable vocation, and to prepare for employment and to make successful progress in employment. Five principle functions are: placement, follow-up, information, testing, and counseling.

Vocational Education - Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, the term "organized education program" means only:

- (a) Instruction related to the occupation or occupations for which the students are in training or instruction, and for students to benefit from such training; and
- (b) The acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment.

The term "vocational education" does not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or rental of land. (FED)

Vocational Education Administrative Implementation Procedures - A series of procedures established by the Executive Officer of Vocational Education to bring into focus and to carry out the policies of the Board.

Vocational Education Courses - An organization of vocational education subject matter and related learning experiences providing for the instruction of students on a regular or systematic basis.

Vocational Education Funds - All federal and state funds disbursed by the Board of Public Education for vocational education in Montana, and local funds used for matching and maintenance of effort purposes as provided by law.

Vocational Education Personnel - All state and local personnel whose part- or full-time salary is paid from funds appropriated for vocational education.

Vocational Education Programs - A planned sequence of courses leading to the development of skills and knowledge required for entry into a specific vocation and developed and conducted in consultation with potential employers and others having skills in and substantive knowledge of the vocation. A program combines and coordinates related instruction of field, shop, laboratory, cooperative work, or other vocational experience which is of sufficient duration to develop competencies for employment. Consumer Homemaking programs as established in the Montana State Plan for Vocational Education shall also be included under this definition. (FED)

Vocational Instruction - Instruction which is designed to prepare individuals for employment in a specific occupation or cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations. Such instruction may include:

- (a) Classroom instruction;
 - (b) Classroom related field, shop, and laboratory work;
 - (c) Programs providing occupational work experiences, including cooperative education and related instructional aspects of apprenticeship programs;
 - (d) Remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefitting from such instruction; and
 - (e) Activities of vocational student organizations which are an integral part of the vocational instruction, subject to the provisions in §104.513.
- (FED)

Vocational Objective - The occupational outcome of training and other preparation as stated by an individual student. It is usually stated in terms of a specific job title. (FED)

Vocational Policy - Board of Public Education policies for vocational education are philosophical statements that set forth the broad, general intent and purpose of the Board and provide the necessary direction for development of administrative guidelines and procedures.

Vocational Student Organization - An organization of students in vocational programs which serves members by providing opportunities for leadership, citizenship and character development. The organization enhances the vocational instructional program by providing motivation for personal achievement and appreciation of life roles. Activities are considered an integral part of the program and are carried out at local, state and national levels in affiliation with such organizations as Future Farmers of America, Future Homemakers of America, Distributive Education Clubs of America, Office Education Association, or Vocational Industrial Clubs of America.

White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. (FED)

Work Study (Vocational) - Programs administered to any youth who:

- (a) Has been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs assisted under this Act, or in the case of a student already enrolled in such a program, is in good standing and in full-time attendance.
- (b) Is in need of the earnings from such employment to commence or continue the student's vocational education program; and
- (c) Is at least 15 years of age and less than 21 years of age at the commencement of the student's employment, and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his or her vocational education program while employed under the work-study program.

College work-study programs are defined under higher education guides.
(FED)

100 Governance and Administration

101 THERE SHALL BE A COMPREHENSIVE STATE PLAN FOR VOCATIONAL EDUCATION IN MONTANA AND THE BOARD OF PUBLIC EDUCATION SHALL BE THE SOLE AGENCY TO DISBURSE FEDERAL AND STATE VOCATIONAL FUNDS AND TO PLAN, COORDINATE, GOVERN, AND PROVIDE LEADERSHIP FOR THE TOTAL STATE VOCATIONAL EDUCATION SYSTEM AT ALL LEVELS AND IN ALL AREAS OF THE STATE SO THAT VOCATIONAL EDUCATION CAN BE COORDINATED, ARTICULATED, AND MADE RELEVANT FOR STUDENTS, PARENTS, BUSINESS, INDUSTRY, LABOR, AND SOCIETY. THE BOARD OF PUBLIC EDUCATION RECOGNIZES THE NEED FOR COORDINATION WITH OTHER GOVERNING AGENCIES WHERE A POSSIBLE CONFLICT OF AUTHORITY MAY EXIST.

- 101.1 The executive Officer and the staff of the Department of Vocational and Occupational Services shall prepare the Montana State Plan for Vocational Education in consultation with the State Planning Committee and the Montana Advisory Council for Vocational Education. The plan shall be prepared in accordance with Board of Public Education policies and instructions and guidance provided by the United States Office of Education.
- 101.2 The Board shall review the Montana State Plan for Vocational Education and certify the planning committee's involvement in the development of the plan and certify that public hearings were held so that interested people in the state had a voice in its preparation.
- 101. The Board shall approve the State Plan and shall attach a certificate that the plan has been approved, the Board and the approved plan shall be the basis for operation and administration of vocational education.
- 101.4 The State Plan shall be forwarded to the Attorney General and to the Montana Advisory Council for Vocational Education for certification and then shall be sent to the Commissioner of Education, United States Office of Education, for approval.

101.5 Preparation of any other plan for vocational education shall not be authorized.

101.6 All state and federal funds appropriated or designated for vocational education shall, in accordance with state law, be deposited with the State Treasurer who shall disburse such funds at the direction of the Board of Public Education and the Executive Officer of Vocational Education.

101.7 The executive officer shall coordinate and consult with other governing agencies if it appears there may be a conflict of authority concerning administration of vocational education. Unresolved problems will be presented to the Board for further action.

102 THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION IS THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION WHO IS THE BOARD'S EXECUTIVE OFFICER FOR VOCATIONAL EDUCATION PROGRAMS AND COURSES OFFERED IN MONTANA WHICH ARE UNDER THE JURISDICTION OF THE BOARD OF PUBLIC EDUCATION. THE EXECUTIVE OFFICER SHALL HAVE THE AUTHORITY NECESSARY TO CARRY OUT THE DUTIES AND RESPONSIBILITIES PLACED UPON THE EXECUTIVE OFFICER BY THE BOARD OF PUBLIC EDUCATION AND SHALL BE RESPONSIBLE FOR FOLLOWING AND ENFORCING ALL POLICIES AND PROCEDURES ADOPTED BY THE BOARD OF PUBLIC EDUCATION.

102.1 The Executive Officer of Vocational Education is the elected State Superintendent of Public Instruction.

102.2 The Executive Officer is responsible to the Board of Public Education for the quality of vocational programming in Montana.

102.3 The Executive Officer is responsible for the enforcement of all policies adopted by the Board of Public Education.

102.4 The Executive Officer shall keep the Board informed of his/her vocational actions and activities in the state.

102.5 Appeals from actions or decisions of the Executive Officer shall be made to the Board chairman. Appeals and requests for hearings must be in writing and submitted not less than fifteen (15) working days prior to a regularly scheduled Board meeting. Appeals are to be directed to the Executive Officer who shall schedule the hearing and notify the appellant of the time and place of the hearing.

103 THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION SHALL HAVE THE AUTHORITY TO APPOINT THE NECESSARY STAFF, WITH CONFIRMATION BY THE BOARD, TO ASSURE THE BOARD OF PUBLIC EDUCATION THAT BOARD POLICIES ARE ADHERED TO AND THAT STATE PROGRAM CONSULTANTS ARE AVAILABLE TO SERVE THE EDUCATIONAL INSTITUTIONS OF MONTANA WHICH ARE NOW, OR SHALL BE IN THE FUTURE, OFFERING VOCATIONAL EDUCATION PROGRAMS AND/OR COURSES.

103.1 The Executive Officer of Vocational Education shall develop a plan to staff the state office for vocational education which will be adequate to assure the Board of Public Education that Board policies are adhered to and that knowledgeable state program consultants are available to assist in planning vocational programs and activities that are to be offered by educational institutions.

103.2 The staff plan may be approved by the Board at any regular or called meeting.

103.3 Employment of full-time staff shall be limited to those positions in the approved staff plan.

103.4 State program directors and consultants shall have at least the qualifications specified in section 200.

103.5 The Executive Officer of Vocational Education shall review qualifications of all applicants, conduct interviews, and make recommendations to the Board of Public Education.

These procedures shall not be retroactive to employees on staff prior to the date of adoption.

103.51 The Executive Officer of Vocational Education shall follow the procedure of recruitment of Professional Personnel as outlined in Section 501, Article V of the Affirmative Action Plan adopted by the Office of Public Instruction.

- 103.52 The Executive Officer shall establish a screening procedure which will include a screening team from within and outside the office who will select three to five final applicants for professional positions. Final screening shall be done by the members of the staff who are involved or knowledgeable about the position to be filled. The Executive Officer shall be responsible for the final recommendations to the Board of Public Education.

For Vocational Education Professional Staff, a member of the Board of Public Education shall be asked to serve on the initial screening team.

- 103.53 Professional staff selection for vocational education shall be subject to the following additional procedures to fulfill the requirements of 75-7703(3) R.C.M. regarding confirmation:

1. The candidate selected as the finalist must agree to have his/her name, resume, classification and salary submitted to the Board of Public Education members two weeks prior to a regularly scheduled meeting.
2. If a member of the Board of Public Education objects to the selection, he/she may submit, prior to the Board meeting, a letter stating the objection to the Executive Officer with a copy to the Chairperson of the Board.
3. If no objection is received prior to the next regularly scheduled Board meeting, the candidate will be presented to the Board for a formal decision on confirmation.
4. If written objection is received, the Board may request further information, defer confirmation, or not confirm the applicant using the written reasons submitted in objection. The Board of Public Education confirmation is continuous based on acceptable yearly evaluations.
5. Professional staff for vocational education will not be hired without Board of Public Education approval.

- 103.54 Written notice of employment shall be made by the Executive Officer when final approval is given by the Board of Public Education. The employment notice shall include the information that a six month temporary status is in effect for the purpose of evaluation of the employee and the employee evaluation of the position.
1. The first evaluation of the employee shall be made six months after the date of employment by the department administrator and the immediate supervisor of the employee in accordance to the approved Affirmative Action Plan.
 2. Every employee on the professional staff of the Executive Officer is subject to periodic evaluations as deemed necessary by the Executive Officer, department administrator, or immediate supervisor.
 3. Evaluations must be in writing and the employee must be aware of the evaluation which is placed in his/her file and must sign the document.
- 103.55 Professional staff of Vocational Education shall be subject to the following additional procedures to fulfill the policy of the governing Board of Public Education.
- A yearly status report shall be submitted to the Board of Public Education on each of the professional staff of vocational education in executive sessions of the Board during the July meeting.
- 103.56 Termination of professional staff shall follow the Section 904, Article IX, of the Affirmative Action Plan of the Office of Public Instruction.
- At the time of a warning interview of unacceptable performance, a request will be made by the Executive Officer to the Board Chairperson for an executive session to inform the Board of the action at the next regularly scheduled Board meeting.
- 103.57 Professional staff shall be promoted and transferred according to Section 702, Article VII, of the Affirmative Action Plan.

Administrators of vocational programs reporting directly to the Executive Officer for Vocational Education are subject to all employment procedures herein outlined and the provisions of

75-7703(3) R.C.M., except when temporarily assigned on an interim basis to fill a position vacancy.

- 103.6 The Executive Officer of Vocational Education shall adhere to the Affirmative Action Plan approved according to the Constitution of the State of Montana.

Article II, Sections 3 and 4
Article X, Section 7
The Montana Human Rights Act of 1974
Sections 2-216 to 64-330, R.C.M. 1947
The Gubernatorial Executive Order 8-73

- 103.7 All appointments made by the Executive Officer shall be final when confirmed by a majority vote of the Board of Public Education at any regular or called meeting.

- 104 THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION SHALL BE RESPONSIBLE FOR PROMOTING AND IMPROVING VOCATIONAL EDUCATION PROGRAMS OFFERED IN THE EDUCATIONAL INSTITUTIONS OF THE STATE.

- 104.1 The state staff shall visit educational institutions to consult with administrators, supervisors, and teachers concerning individual vocational programs in order to resolve problems and improve programs that are being planned or are in operation.

- 104.2 The state staff shall conduct seminars, workshops, conferences, and other activities to promote and improve vocational education programs.

- 105 THE EXECUTIVE OFFICER WILL DETERMINE, AND INFORM THE BOARD OF PUBLIC EDUCATION, THAT APPROVED VOCATIONAL EDUCATION ACTIVITIES WITHIN THE STATE ARE BEING CONDUCTED ACCORDING TO FEDERAL AND STATE RULES AND REGULATIONS AND WILL INFORM THE BOARD OF CHANGES IN LAWS, RULES, AND REGULATIONS.

- 105.1 The Executive Officer and staff may determine, through visitation, evaluation, audit or reporting procedures, that all approved programs in the state are being conducted according to state and federal laws, rules, and regulations.

- 105.2 If an educational institution is found to be in violation of state and/or federal laws, rules, or regulations, the Executive Officer shall bring the recommended actions to the Board for their consideration.

- 105.3 The Executive Officer and staff shall seek the assistance of the Montana Advisory Council for Vocational Education in continually reviewing state and federal laws, rules and regulations and shall inform the Board of any significant changes at any regular or called meeting or by mail.
 - 105.4 If changes in state or federal law, rules, or regulations require changes in Board of Public Education policies or procedures, the Executive Officer for Vocational Education shall recommend necessary changes.
- 106 THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION SHALL ACTIVELY SOLICIT THE ADVICE AND COUNSEL OF THE MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION ON MATTERS PERTAINING TO THE EVALUATION AND FURTHER DEVELOPMENT AND IMPROVEMENT OF VOCATIONAL EDUCATION.
- 106.1 The Executive Officer or designated representative shall meet regularly with the Executive Director of the Advisory Council in order to coordinate their activities and exchange information.
 - 106.2 The Executive Officer or designated representative shall attend meetings of the Advisory Council and shall provide the Council with information concerning vocational education to assist the Council in performing its duties.
 - 106.3 Members of the Montana Advisory Council for Vocational Education and staff shall be invited to serve on evaluation teams.
- 107 THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION SHALL KEEP THE BOARD OF PUBLIC EDUCATION AND THE PUBLIC INFORMED OF BOTH THE PROGRESS AND THE PROBLEMS OF VOCATIONAL EDUCATION IN MONTANA AND SHALL COLLECT, ANALYZE, INTERPRET, AND COMMUNICATE VOCATIONAL EDUCATION INFORMATION IMPARTIALLY AND INDEPENDENTLY.
- 107.1 The Executive Officer and staff shall develop a system to collect, analyze, interpret, and communicate vocational education information impartially and independently.
 - 107.2 The Executive Officer shall keep the Board informed of programs, problems, conditions, or future directions of vocational education. Reports from the Executive Officer may be scheduled at any regular or called meeting of the Board.

107.3 The Executive Officer and staff shall provide timely information to the public through newsletters or public communication channels.

108 VOCATIONAL EDUCATION PROGRAMS OFFERED AT THE LOCAL LEVEL SHALL BE UNDER THE GUIDANCE OF A VOCATIONALLY APPROVED ADMINISTRATOR, SUPERVISOR, OR INSTRUCTOR WHO HAS THE RESPONSIBILITY, WITHIN HIS/HER OWN INSTITUTIONAL LEVEL, TO INSURE THAT QUALITY IS MAINTAINED IN VOCATIONALLY FUNDED PROGRAMS UNDER HIS/HER GUIDANCE AND THAT THESE PROGRAMS ARE IN COMPLIANCE WITH ALL FEDERAL AND STATE REQUIREMENTS, DIRECTIVES, AND LAWS.

108.1 All Board approved vocational programs shall be under the local guidance of a vocationally approved administrator, supervisor, or instructor.

108.2 The local vocationally approved administrator, supervisor, or instructor is responsible for the quality of the local vocational program. If a local administrator, supervisor, or instructor fails to fulfill his/her responsibility, vocational education funding may be withdrawn by the Board of Public Education.

108.3 The postsecondary Center directors are responsible to the Board of Public Education and the Executive Officer of Vocational Education for the proper expenditure of all vocational funds at the Centers and for proper administrative operations at the Centers.

109 POLICIES AND PROCEDURES ADOPTED FOR VOCATIONAL EDUCATION AT THE STATE AND LOCAL LEVELS SHALL BE CONSISTENT WITH THE BOARD OF PUBLIC EDUCATION POLICIES AND PROCEDURES.

109.1 The Executive Officer and staff shall determine that policies and procedures adopted at the local level are consistent with policies and procedures of the Board of Public Education.

109.2 If the Executive Officer and staff determine that local policies and procedures are not consistent with the Board of Public Education policies and procedures, a plan of action shall be recommended to the Board of Public Education by the Executive Officer.

110 MANPOWER TRAINING FLOWING THROUGH THE BOARD OF PUBLIC EDUCATION WHICH PROVIDES FOR INSTRUCTION BY EDUCATIONAL INSTITUTIONS SHALL BE ADMINISTERED BY THE EXECUTIVE OFFICER OF VOCATIONAL

EDUCATION THROUGH COLLABORATION WITH LOCAL EDUCATION INSTITUTIONS AND/OR OTHER STATE AGENCIES WHERE SUCH TRAINING IS NEEDED. THE BOARD RECOGNIZES THAT STUDENTS FROM INDIAN RESERVATIONS AND/OR OTHER GROUPS WITHIN THE STATE OF MONTANA MAY NEED SPECIAL CONSIDERATION.

110.1 The Executive Officer shall be the administrator with primary responsibility for manpower training programs.

110.2 The Executive Officer shall cooperate and collaborate with other state agencies and with local educational institutions to insure that quality programs are provided where training is needed.

110.3 The Executive Officer shall coordinate with other agencies to insure that there is not a conflict of authority or interest and that there is not a duplication of services.

111 THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION SHALL KEEP ALL VOCATIONAL EDUCATION RECORDS IN HIS/HER OFFICE.

111.1 All vocational education records required for State level administration and federal reporting shall be maintained in the Department of Vocational and Occupational Services office of the Executive Officer.

111.2 The vocational education records are public information and the Executive Officer shall allow public access in accordance with state and federal law.

200 Vocational Education Personnel

201 RECRUITMENT, SELECTION, EMPLOYMENT, AND ADVANCEMENT OF VOCATIONAL
EDUCATION PERSONNEL SHALL BE CONSISTENT WITH CURRENT APPROVED
INSTITUTION AND/OR AGENCY AFFIRMATIVE ACTION PLANS.

201.1 Each educational institution requesting funds for vocational programs shall operate administratively under an approved affirmative action plan.

202 VOCATIONAL EDUCATION INSTRUCTIONAL AND ADMINISTRATIVE PERSONNEL
SHALL SATISFY MINIMUM OCCUPATIONAL AND PROFESSIONAL CERTIFICATION STANDARDS ESTABLISHED AND PERIODICALLY REVIEWED AND UPDATED BY THE BOARD OF PUBLIC EDUCATION AND SHALL CONTINUALLY MEET THE STATE'S RECERTIFICATION STANDARDS ESTABLISHED BY THE BOARD OF PUBLIC EDUCATION IF ANY PART OF THEIR SALARY IS TO BE PAID FROM FUNDS APPROPRIATED FOR VOCATIONAL EDUCATION.

202.1 State Administrative and Consultant Personnel

202.11 State Administrators of Vocational Education

Minimum Qualifications

a. Education

A master's degree with extensive preparation as a teacher, supervisor, or administrator of vocational education.

b. Experience

A minimum of three years full-time experience as an administrator of vocational education programs. At least five years experience as a vocational education instructor, consultant, or journeyman vocational craftsman.

202.12 Assistant Administrator

Minimum Qualifications

a. Education

A master's degree with extensive preparation as a teacher, supervisor, or administrator of vocational education.

b. Experience

A minimum of three years full-time experience as a vocational education supervisor or consultant or any combination of five years as a vocational education instructor, consultant, or journeyman vocational craftsman.

202.13 Accountant in Fiscal Office

Minimum Qualifications

a. Education

A degree in accounting.

b. Experience

A minimum of three years experience as a full-time accountant.

202.14 State Program Consultants

Minimum Qualifications

a. Education

Shall meet qualifications for certification as a teacher in the area of specialization in vocational education and shall hold a master's degree or equivalent education and/or experience with a major in the vocational area of specialization or a closely related area.

b. Experience

A minimum of three years experience as a vocational instructor in the area of speciality or a closely related area. A minimum of one year of vocational experience in the world of work in the area of speciality or a closely related area.

202.15 Assistant State Program Consultants

Minimum Qualifications

a. Education

Shall meet qualifications for certification as a teacher in the area of specialization in vocational education and shall hold a

bachelor's degree with a major in the vocational area of specialization or a closely related area.

b. Experience

A minimum of three years experience as a vocational instructor in the area of speciality or a closely related area. A minimum of one year of vocational experience in the world of work in the area of speciality or a closely related one.

202.16 Planning, Research and Evaluation Consultant

Minimum Qualifications

a. Education

Shall meet qualifications for certification as a teacher in one vocational field and shall hold at least a master's degree. Shall have specialized training in research methods.

b. Experience

A minimum of three years experience conducting educational research or other research related to vocational education.

202.17 Special Needs Consultant

Minimum Qualifications

a. Education

Shall meet qualifications for certification as a teacher in the area of specialization in vocational education and shall hold a master's degree with a major in the vocational area of specialization or a closely related area.

b. Experience

A minimum of three years experience as a vocational instructor in the area of speciality or a closely related area. A minimum of one year of vocational experience in the world of work in the area of speciality or a closely related area.

202.18 Vocational Guidance Consultant

Minimum Qualifications

a. Education

Shall meet qualifications for certification as a vocational counselor and shall hold a master's degree in educational counseling with emphasis on vocational counseling.

b. Experience

A minimum of three years experience as a vocational counselor. A minimum of one year of vocational experience in the world of work or three years experience as a vocational instructor.

202.2 Local Administrators, Consultants, and Teacher Personnel

Qualifications of vocational administrators, supervisors, instructors, counselors, or others in vocational positions must be approved by the Executive Officer of Vocational Education if any part of their salaries is to be paid from funds appropriated for vocational education. Institutions must request approval by submitting a Statement of Qualifications (S.O.Q.) form to the Executive Officer of Vocational Education. Individuals applying for postsecondary Center director positions must meet Board of Public Education approved qualifications prior to local employment as a Center director.

202.21 Local Deans, Directors, or Supervisors

Deans, directors, or supervisors of vocational education shall hold a minimum of a master's degree from an accredited college or university, shall have at least one year of successful experience in business or industry, and shall be knowledgeable in and have an understanding of the vocational education program of the state. Deans, directors, or supervisors of vocational education shall also have at least three years of teaching or administrative experience in vocational education.

202.22 Local Guidance Counselors

Local vocational guidance counselors shall hold a graduate degree in an appropriate counseling program from a recognized college or university and shall have one year of wage earning experience (postsecondary--3 years) outside the field

of professional education. One year of this wage earning experience shall be recent and continuous. One year of appropriate teaching may be considered by the Executive Officer in lieu of one year of employment experience when specifically recommended by the local education institution. The candidate must have demonstrated the ability to work successfully in a counseling situation.

202.23 Local Teacher Certification Requirements

Vocational education instructors must have a combination of work experience and education that directly contributes to the competencies required in the occupational area being taught. The following minimums apply:

1. Degree Teachers

- a. Agriculture Occupations--Bachelor's degree in Agriculture Education plus one year occupational experience.
- b. Business and Office Occupations--Bachelor's degree in Business and Office Education plus one year occupational experience.
- c. Health Occupations--Bachelor's degree in professional health field plus one year occupational experience within the last five years.
- d. Home Economics, Consumer--Bachelor's degree in Home Economics Education.
- e. Home Economics, Occupational--Bachelor's degree in Home Economics Education plus one year occupational experience.
- f. Marketing and Distributive Occupations--Bachelor's degree in Distributive Education plus one year occupational experience.
- g. Technical Occupations--Bachelor's degree in Technical, Scientific, or Mathematical Education plus one year occupational experience.
- h. Trade and Industry--Bachelor's degree in Trade and Industry Education plus

one year occupational experience or
a bachelor's degree in Industrial Arts
Education plus three years occupational
experience.

- i. Cooperative Program Coordinator--
Bachelor's degree in an occupational
field of education plus three years of
occupational experience and/or teaching
experience in a related vocation or
skills trade, one year of which provided
continuous employment in a single vocation
or trade. The candidate must be able to
work with individual employers in de-
signing specific training stations for
cooperative students.

2. Non-degree Teachers

- a. Five years occupational experience
(refer to 4b, 4d.)
- b. Twelfth grade education or equivalent.
- c. Within five years of initial certifi-
cation, acquisition of 15 quarter
credits of college work in general
education and 10 credits or its equiv-
alent of student teaching. Three years
teaching experience on a temporary
certificate may be substituted for the
student teaching requirement as deter-
mined by state policies for waiver of
student teaching.

3. Professional Preparation

In addition to the requirements in 1 and 2,
all vocational education instructors must
complete six professional vocational courses
or their equivalent in the following topics:

- a. Educational Principles or Philosophy
- b. Curriculum Construction or Job Analysis
- c. Preparation of Instructional Materials
- d. Teaching Methods--Vocational Subjects
- e. Organization and Management
- f. Vocational Guidance

4. Criteria for evaluating occupational experience.
 - a. A resume of occupational experience must be submitted listing dates and estimated total hours of employment, specific duties and tasks performed, names and addresses of immediate supervisors, and other material which serves as evidence of occupational experience applicable to the teaching area.
 - b. Part-time, self-employed, military, and specialized occupational experience will be evaluated on an individual basis.
 - c. When required in licensed programs, the instructor must meet occupational licensing standards of the appropriate regulating agency.
 - d. Successful completion of an approved trade competency exam may substitute for a portion of the work experience requirement.

The above new local teacher requirements are proposed and will not be required till public hearings have been completed.

203 THE DEVELOPMENT OF INSTRUCTIONAL COMPETENCIES AND THE MAINTENANCE AND IMPROVEMENT OF OCCUPATIONAL SKILLS SHALL BE THE SHARED RESPONSIBILITY OF THE INDIVIDUAL, THE LOCAL EDUCATIONAL INSTITUTION, THE TEACHER TRAINING INSTITUTIONS, AND THE EXECUTIVE OFFICE OF VOCATIONAL EDUCATION.

203.1 To discharge his/her responsibilities, the Executive Officer may initiate, but is not limited to, the following activities:

1. Plan programs, seminars, conferences and workshops to develop or improve instructional competencies of instructors and other vocational education personnel.
2. Plan programs or systems that will provide for periodically sending vocational education personnel back to business or industry to keep them abreast of current practices.

3. Review and make recommendations to the Board of Public Education for plans on courses and workshops submitted for funding by the teacher training institutions for the development and improvement of instructional competencies.

204 THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION SHALL PROMOTE PROGRAMS OF PRESERVICE AND INSERVICE EDUCATION FOR INSTRUCTION, SUPERVISORY, ADMINISTRATIVE, TEACHER TRAINING, AND SUPPORT PERSONNEL IN VOCATIONAL EDUCATION.

- 204.1 The Executive Officer shall encourage teacher training institutions to submit plans for preservice programs which shall prepare individuals to function as administrators, supervisors, teachers, and counselors.
- 204.2 The Executive Officer shall encourage and assist in planning inservice education programs submitted by teacher training institutions.
- 204.3 The Executive Officer shall encourage local and state vocational staff to attend Industrial Schools, seminars or other activities in vocational education in order that staff may be better prepared for their professional assignment in vocational education.

300 Vocational Education Programs

301 VOCATIONAL EDUCATION PROGRAMS SHALL HAVE PRIOR APPROVAL BY THE BOARD OF PUBLIC EDUCATION UPON RECOMMENDATION OF THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION IF THEY ARE TO RECEIVE VOCATIONAL EDUCATION FUNDS.

- 301.1 The Executive Officer of Vocational Education shall recommend to the Board which programs should be approved and why, based on criteria approved by the Board of Public Education and consistent with state and federal law.
- 301.2 All programs shall have a vocational objective. The program subject matter must consist of the knowledge and skills required for the student's successful performance in the vocation. Program titles must refer to vocational objectives and relate to Office of Education codes.
- 301.3 All significant curriculum changes must be approved by the Executive Officer of Vocational Education. Change requests are accomplished by submitting both the current and revised curricula, with a cover letter indicating the reason(s) for the change and the date that the change is to be effective.
- 301.4 A syllabus for each vocational course in a program for which the institution is approved must be on file.
- 301.5 All programs having a licensure agency must meet requirements of that agency and must prepare the student to be licensed or certified by the statutory licensing board or agency of Montana, the Federal government, or by an organization with widely accepted certification authority when state licensure is not required.
- 301.6 All preparatory instruction funded by the Board of Public Education must be in accordance with approved programs. All such courses, seminars, practicums, etc., must be offered only as part of an approved program.
- 301.7 Requests for approval of preparatory programs for secondary students must be submitted for board approval at least four (4) months in advance of the starting date of the program. Postsecondary preparatory programs may be submitted at any time, but must function under the Center budget approved by the Board of Public Education.

- 301.8 Requests for approval of adult vocational courses may be submitted at any time, but must be approved before the starting date of the course.

Application for new programs must be made on Office of Public Instruction Form. In general, each item on the application must be completed with careful attention given to details. If necessary, or desirable, supporting materials should be attached.

- 302 VOCATIONAL EDUCATION PROGRAM OFFERINGS SHALL BE DETERMINED ON THE BASIS OF IDENTIFIABLE STUDENT INTEREST AND NEEDS, VOCATIONAL ADVISORY COMMITTEE RECOMMENDATIONS, EMPLOYMENT STATISTICS, AND CURRENT OCCUPATIONAL SURVEYS.

- 302.1 Programs to meet virtually any vocational training need may be developed and offered. Such programs may include, but not be limited to, one of the following major areas for purposes of funding: Agriculture, Consumer Homemaking, Wage Earning Homemaking, Distribution and Marketing, Business and Office, Technical, Industrial, Health Occupations, Prevocational, Adult Vocational, Guidance and Counseling, Research, Exemplary, Curriculum Development, Special Needs, Disadvantaged or Handicapped, and Teacher Training.

- 302.2 In determining which vocational education programs are to be offered or to justify a program, the basis of determination or justification shall be:

- Identifiable student interest and needs
- Vocational advisory committee recommendations
- Employment statistics
- Current occupational surveys

- 302.3 Requests for program approval must be accompanied by the above information to assist the Executive Officer and the Board in determining if the program is to be approved.

- 302.4 In any two year program, the sequence of the curriculum should be such that students will develop some basic marketable skills during the first year.

In order for state staff members to review programs being operated in local institutions, each institution must maintain current files and records such as course syllabi, cooperative training plans, curricula and course descriptions as approved, inventories of all equipment purchased with vocational funds, annual application, revisions, and supporting schedules, audits, follow-up data, and enrollment reports.

303 VOCATIONAL EDUCATION PROGRAMS SHALL BE DESIGNED TO PREPARE OR RETRAIN YOUTH AND ADULTS FOR EMPLOYMENT OR FOR ADVANCEMENT IN RECOGNIZED AND NEW AND EMERGING OCCUPATIONS, OR TO PREPARE INDIVIDUALS FOR ENROLLMENT IN ADVANCED VOCATIONAL EDUCATION PROGRAMS, RECOGNIZING THE PREVOCATIONAL ASPECTS OF SOME PROGRAMS. CONSUMER HOMEMAKING PROGRAMS AS ESTABLISHED IN THE MONTANA STATE PLAN FOR VOCATIONAL EDUCATION SHALL ALSO BE INCLUDED UNDER THIS POLICY.

303.1 Vocational Education programs shall be designed to prepare or retrain youth and adults for employment or advancement in recognized or new and emerging occupations (with the exclusion of consumer home-making).

303.2 Prevocational programs may also be designed which prepare individuals to enter a more advanced vocational education program.

303.3 Special vocational programs may be designed to provide training for disadvantaged and handicapped students, but when feasible, such students should be enrolled in regular programs with special training provided or the program should be modified to meet the students' needs.

303.4 Lack of evidence that a program will prepare students for employment may cause the program to be disapproved (with the exclusion of consumer homemaking).

304 INSTITUTIONS OFFERING VOCATIONAL EDUCATION PROGRAMS SHALL HAVE A LOCAL ADVISORY COUNCIL COMPOSED OF REPRESENTATIVES FROM MANAGEMENT, LABOR, AND CITIZENS-AT-LARGE TO CONSULT WITH AND ADVISE SCHOOL ADMINISTRATORS ON MATTERS PERTAINING TO THE DEVELOPMENT AND IMPROVEMENT OF VOCATIONAL EDUCATION.

304.1 Institutions offering vocational education programs will have a local advisory council with members representing management, labor, and the community at large to consult with and advise school administrators on matters pertaining to vocational education. The local advisory council is required to meet at least once per year, and the minutes of the meeting must be on file at the local institution.

304.2 The local advisory council function is to assist school administrators in determining types of programs to be offered, establishing priorities, building programs for vocational education facilities, and other general areas affecting all vocational programs.

305 EACH VOCATIONAL EDUCATION PROGRAM SHALL HAVE A PROGRAM ADVISORY COMMITTEE COMPOSED OF, BUT NOT LIMITED TO, REPRESENTATIVES FROM MANAGEMENT AND LABOR TO CONSULT WITH ADMINISTRATORS AND TEACHERS ON PROGRAM MATTERS.

305.1 A program advisory committee must be appointed for each vocational education program. Members should represent management, labor, and other interested groups and should consult with teachers and administrators on program matters such as curriculum, courses, equipment, facilities, evaluation, job skills, and placement. The program advisory committee is required to meet at least once per year and the minutes of the meeting must be on file at the local institution. It is recommended that advisory committees meet quarterly.

305.2 Requests for program approval or requests for changes in a program should be accompanied by recommendations from the program advisory committee.

305.3 Local program advisory committees must be functional before a new program is started and must have input into the curriculum development of the new program.

306 INSTITUTIONS OFFERING VOCATIONAL EDUCATION PROGRAMS AND/OR COURSES SHALL PROVIDE INFORMATION TO THE EXECUTIVE OFFICER FOR A STATE EDUCATIONAL INFORMATION SYSTEM TO AID IN PROGRAM DECISION-MAKING AND BOARD OF PUBLIC EDUCATION ANALYSIS.

306.1 Institutions offering vocational education programs or courses must provide information for a state educational information system.

306.2 Reporting forms developed by the Executive Officer and approved by the Board shall be furnished to the local institution for reporting purposes.

306.3 Institutions shall report on a timely basis in order for the Board and the Executive Officer to use the information in decision-making and to prepare required state and federal reports.

306.4 Failure of institutions to submit required information may result in loss of appropriations.

307 INSTITUTIONS OFFERING VOCATIONAL EDUCATION PROGRAMS AND/OR COURSES SHALL PROVIDE OCCUPATIONAL INFORMATION, GUIDANCE, AND PLACEMENT SERVICES FOR THEIR STUDENTS.

307.1 Institutions offering vocational education programs and courses shall provide occupational information, guidance, and placement information and/or services for their students.

307.11 Each vocational-technical center shall provide library and media center services when possible.

307.12 Each vocational-technical center should provide students the opportunity to grow in non-classroom areas by allowing students to organize student governments, intramural sports, a newspaper, clubs, and similar student activities.

307.13 Each vocational-technical center should have a bookstore, student lounge, lunch counter and similar services where practical.

307.2 Each vocational-Technical center shall have at least one qualified vocational guidance counselor and others as may be determined by the institution.

307.3 The Executive Officer and staff shall determine if these services are being offered by each institution.

308 THERE SHALL BE COOPERATIVE PLANNING AT THE LOCAL AND STATE LEVELS, BETWEEN INSTITUTIONS OFFERING VOCATIONAL EDUCATION PROGRAMS, LABOR, INDUSTRY, AND OTHER GOVERNMENTAL OR CIVIC AGENCIES CONCERNED WITH DELIVERY OF VOCATIONAL EDUCATION, TO AVOID UNNECESSARY DUPLICATION.

308.1 The Executive Officer and staff shall encourage cooperation at all levels and between all agencies.

308.2 The Executive Officer shall make every effort to avoid unnecessary duplication when recommending programs for approval.

308.3 When apparent duplication exists, institutions must provide adequate data to justify the need of the program in order for it to be approved.

308.4 Vocational-Technical centers may sponsor workshops or seminars in conjunction with other agencies.

309 VOCATIONAL EDUCATION FUNDS SHALL NOT BE USED FOR PROGRAMS BELOW THE 9TH GRADE OF AN EDUCATIONAL INSTITUTION, AND PROGRAMS SHALL BE DESIGNED TO SERVE INDIVIDUALS OF SECONDARY SCHOOL AGE OR OLDER, INCLUDING THOSE WHO HAVE EDUCATION, SOCIOECONOMIC, PHYSICAL DISADVANTAGES AND HANDICAPS, OR THOSE WHO HAVE BEEN IDENTIFIED TO HAVE CULTURAL DIFFERENCES WITH SPECIAL NEEDS.

309.1 Vocational education programs below the 9th grade level shall not be approved for funding.

309.2 Programs may be approved which have been designed to serve the following groups:

- a. Individuals of secondary school age (9th through 12th grades).
- b. Individuals older than secondary school age (postsecondary and adult).
- c. Individuals in the above groups who have educational, socioeconomic, cultural, physical and/or other disadvantages and handicaps.

309.3 Vocational student organizations shall be encouraged as an integral part of vocational education instructional programs in public schools for the purpose of complementing and enriching instruction.

309.31 Each vocational education program instructor shall be encouraged to serve as an advisor to a local vocational student organization.

309.32 State program consultants in the Department of Vocational and Occupational Services, Office of Public Instruction, shall serve as state advisors and provide effective leadership at the state level.

309.33 Teacher educators shall be encouraged to provide instruction in the philosophy, techniques, and operation of vocational student organizations.

400 Vocational Education Funding

401 THE BOARD OF PUBLIC EDUCATION AND THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION SHALL WORK TOWARD ASSURING ADEQUATE FUNDING OF MONTANA'S VOCATIONAL EDUCATION PROGRAMS FROM ALL LEVELS OF GOVERNMENT (FEDERAL, STATE AND LOCAL).

401.1 The Executive Officer shall conduct cost studies to determine funding requirements for vocational programs.

401.2 The Executive Officer shall be prepared to provide to the state and local Boards, Governor, and State Legislature a complete analysis of vocational education program budgets.

401.3 The Executive Officer shall disseminate the program funding requirements to the educational institutions of Montana.

401.4 Distribution of funds shall be in accordance with the State Plan.

402 THE BOARD OF PUBLIC EDUCATION SHALL BE RESPONSIBLE FOR THE DISBURSEMENT OF STATE AND FEDERAL FUNDS FOR VOCATIONAL EDUCATION.

402.1 The Board of Public Education is responsible for the disbursement of state and federal funds for vocational education.

402.2 All funds appropriated for vocational education by the State Legislature or received from federal sources shall be deposited in the State Treasury in accordance with state law.

402.3 Vocational funds shall be allocated to local institutions on an equitable and objective basis. A method used for allocation of funds shall be developed by the Executive Officer and approved by the Board of Public Education.

403 IN DETERMINING THE ALLOCATION OF VOCATIONAL EDUCATION FUNDS TO LOCAL EDUCATIONAL INSTITUTIONS, THE BOARD OF PUBLIC EDUCATION AND THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION SHALL REVIEW

AND CONSIDER SUCH FACTORS AS: IDENTIFIED NEEDS OF VOCATIONAL EDUCATION FOR THE POPULATION WITHIN THE LOCAL EDUCATIONAL INSTITUTION'S DISTRICT, REGION, STATE, AND THE NATION; THE COMPATABILITY OF SUCH PROGRAM OFFERINGS WITH THE STATE'S LONG RANGE VOCATIONAL EDUCATION OBJECTIVES; THE EXCESS COST OF THE PROGRAM OFFERINGS AND LOCAL AND STATE ABILITY TO SUPPORT THE PROGRAM; AND PROGRAM DUPLICATION AND HOW THIS DUPLICATION MIGHT AFFECT THE OTHER EDUCATIONAL INSTITUTIONS IN THE STATE.

403.1 In determining the basis of allocation of funds, the Board and the Executive Officer shall consider P.L. 94-482, State Plan funding formula and relative factors including but not limited to:

--Identified needs of vocational education within the local education institution's district, region, state, and nation.

--Compatibility of program offerings with the state's long range vocational education objectives.

--Necessary excess costs of program offerings and the local and state ability to support the program.

--Program duplication and effects of duplication on other educational institutions.

403.2 Funding for vocational programs shall follow the state fiscal year and USOE fiscal requirements.

403.3 Each institution requesting funds for a vocational program must submit annual application. The approved programs shall be the only programs eligible for funding from vocational funds administered by the Board. This list is subject to amendment as necessary.

403.4 New programs or courses shall not be placed on the approved list prior to being approved by the Board of Public Education.

404 THE EXPENDITURES BY AN INSTITUTION OF ANY FUNDS RECEIVED UNDER THE PROVISIONS HEADED "VOCATIONAL EDUCATION" SHALL BE LIMITED TO THOSE ELEMENTS OF COSTS APPROVED BY THE BOARD OF PUBLIC

EDUCATION FOR VOCATIONAL EDUCATION.

- 404.1 The Executive Officer shall compile a list of "elements of cost" for which vocational education funds may be used. The list shall be official only after Board approval, and no new item will be added to the list without Board approval.
- 404.2 Expenditure of vocational education funds by local institutions shall be limited to the elements of cost approved by the Board.
- 404.3 Each institution must maintain a current inventory of equipment initially costing \$300 or more which was purchased with federal/state vocational funds.
- 404.4 All such equipment must be marked or otherwise identified in order to make it easily distinguishable from equipment purchased with other than vocational education funds.
- 404.5 Vocational education equipment acquired by a school with vocational funds appropriated by the Legislature and administered by the Board of Public Education may not be sold, leased, rented, diverted, or put to any other use without prior written permission from the Board of Public Education.
- 404.6 Whenever vocational education school facilities or items of major equipment in which the Board of Public Education has participated in funding are sold or no longer used for vocational purposes, the Board is to be credited with its proportional share of the value of such facilities or equipment at that time. The value shall be determined on the basis of the sale price or the fair market value in the case of discontinuance of use for a vocational education purpose.
- 404.7 Equipment purchased with vocational education funds may be used for trade-in credit on the purchase of other Board approved vocational equipment. If equipment is sold, it must be sold to the highest bidder, and the proceeds are to be handled as per 404.6 above.
- 404.8 Verification records of expenditure, administered by local education institutions and/or public institutions under the State Plan, shall be maintained in the files of the administering local institution and are subject to audit by the Executive Officer's vocational staff or the State Auditor. Such records shall be retained on file for a period of five (5) years.

404.9 In addition to the procedures outlined above, local education institutions and/or public institutions receiving vocational funds shall comply with all applicable state and federal statutes, with provisions of the State Plan, and with the rules and regulations of the Board of Public Education and the State Auditor.

405 UNLESS OTHERWISE PROVIDED BY STATE STATUTE, THE BOARD OF PUBLIC EDUCATION SHALL BE RESPONSIBLE FOR AND HAVE THE POWER TO ESTABLISH STUDENT ENROLLMENT FEES AND THE RULES GOVERNING THE COLLECTION AND EXPENDITURE OF SUCH FEES. THE BOARD RECOGNIZES THE NEED FOR A COOPERATIVE COORDINATION WITH OTHER GOVERNING AGENCIES WHERE A POSSIBLE CONFLICT OF AUTHORITY MAY EXIST.

(This section applies to Postsecondary Vocational-Technical Center students only.)

405.1 Student Fee

405.11 Student Application Fee - The student application fee shall be collected only once from each applying student. This fee of \$10.00 will serve to support the costs of processing the student application and permanent file. The student application fee shall decrease the Board of Public Education fee by the amount of \$10.00 for the quarter during which the application fee is collected. Therefore, it must be considered as part of the Board of Public Education fee.

The centers shall not maintain more "fee paid students (applications)" on their waiting list than the total number of student stations in the program.

It is understood that the "fee paid students" shall receive communication from the institutions as necessary to keep them informed regarding the progress of their application. All other students wishing to be considered for the program shall be put on a list which requires no fee to be paid. The individual on the list will not receive directed communication from the institution and will be responsible for initiating any requests he/she might have regarding his/her status. No program guarantees shall be made

to any student until a fee is collected and an application processed. The Montana resident students shall be accepted for training on a first come, first served basis.

- 405.12 Board of Public Education Fee - The Board of Public Education fee is \$40.00 per quarter. Open-entry/exit students registering for less than half a quarter of instruction shall not pay the full Board of Public Education fee, but shall be required to pay the \$10.00 Student Application Fee and \$20.00 of the Board of Public Education Fee.
- 405.13 Program Fee - Program fees are set by the Board of Public Education and collected on a quarterly basis.
- 405.14 Program Charges - Such charges deemed necessary by the institution providing students with essentials, personal service, and/or items required for the programs will be charged as needed.
- 405.15 Deferments and Waivers - No waivers and/or deferments of fees and/or tuition are authorized.
- 405.16 Late Registration Fee - There is no late registration fee.
- 405.17 Timing of Fee Collection - All fees, tuition, and program charges will be collected on a quarterly basis.

405.2 Tuition

- 405.21 Tuition shall not be charged to any resident of the state of Montana by the governing board of any postsecondary vocational-technical center. (School Laws of Montana 75-7713)
- 405.22 The five Centers may charge tuition of any nonresident provided that, if tuition is charged, it shall be charged only on the basis of Board of Public Education policies, rules, and regulations.
- 405.23 Residence - The residence of a student shall be determined in accordance with Section 75-7713, R.C.M. 1947.

405.24 Out-of-State Tuition - The annual \$600 out-of-state tuition for nonresident students attending Montana postsecondary vocational-technical centers shall be assessed at \$150 per quarter, payable in advance of the quarter the nonresident student attends.

405.25 Part-time Nonresident - Part-time nonresident students (less than 20 hours per week) shall pay one-half of the tuition paid by the full-time nonresident student.

405.3 Refund of Fees, Tuition and Program Charges

405.31 Refunding of Application Fee - The application fee is nonrefundable.

405.32 Refunding of Board of Public Education Fee - The Board of Public Education fee is not to be refunded after the student has begun training.

405.33 Refunding of Program Fees - Program fees are subject to the refund schedule determined by the Center and approved by the Board of Public Education.

405.34 Refunding of Tuition

During 1st week.....	\$125
During 2nd week.....	100
During 3rd week.....	75
During 4th week.....	50
During 5th week.....	25
After 5th week.....	0

405.35 Refunding of Program Charges - Program charges are not to be refunded if the student has received services and/or items.

Vocational Technical Centers which are not accredited by a nationally recognized agency or association shall refund unused fees and charges to veterans and other eligible persons according to the provisions of Veterans Administration regulations 14254 (c)(13). Provisional accreditation shall not be considered in respect to this policy.

405.4 Expending Collected Fees and Tuition

405.41 Application and Board of Public Education Fees - The application and Board of Public Education fees will be deposited with the County Treasurer to be used as part of the institutional budget.

405.42 Program Fees - Program fees are to be expended for operational costs incurred within the program for which the fee was collected. Such fees must be used for their purpose of offsetting specified high program costs.

405.43 Program Charges - Program charges are expended on a cost reimbursement basis.

The Board of Public Education shall review proposed income and expenditure of student fees, tuition and program charges prior to the beginning of each fiscal year.

406 A UNIFORM ACCOUNTING AND REPORTING SYSTEM SHALL BE DEVELOPED AND IMPLEMENTED BY THE EXECUTIVE OFFICER AND APPROVED BY THE BOARD WHICH WILL CLEARLY IDENTIFY RECEIPTS, DISBURSEMENTS, AND BALANCES OF ALL FUNDS USED TO FINANCE VOCATIONAL EDUCATION.

406.1 A uniform accounting/reporting system will be developed by the Executive Officer, approved by the Board, and implemented. The accounting system will identify clearly receipts, disbursements, and balances of all funds used to finance vocational education.

406.2 Accounting and reporting forms and procedures will be made available to local institutions.

406.3 Local institutions will be required to complete and submit reports on or before due dates set by the Board of Public Education.

406.4 The Executive Officer will make a quarterly financial report to the Board of Public Education on vocational funds expended and vocational funds available to be expended on vocational programming.

406.5 Each institution shall be held accountable for all funds received through the Board of Public Education for vocational education.

500 Vocational Education Program Evaluation

501 EVALUATION SHALL BE AN INTEGRAL PART OF MONTANA'S VOCATIONAL
EDUCATION SYSTEM.

501.1 The Executive Officer of Vocational Education shall
evaluate each vocational program approved by the
Board of Public Education and receiving vocational
funds, with a Board approved program evaluation
instrument and evaluation process.

502 THERE SHALL BE PROVISIONS FOR PERIODIC AND CONTINUOUS
EVALUATION AT BOTH STATE AND LOCAL LEVELS.

502.1 Program evaluation shall be conducted periodically
and may consist of self-evaluation, review of ongoing
programs, on-site committee evaluations, and similar
activities.

502.2 Each fiscal year, twenty percent of all secondary and
postsecondary programs shall be evaluated by the
Executive Officer, and every program must be evaluated
once in every five years.

502.3 State staff members shall visit institutions in order
to obtain certain factual information needed for
statistical reports and to determine if Board policies
are being followed. Institutions shall provide what-
ever data is required, arrange for written materials
to be made available, and otherwise expedite the work
of the person making the visit.

503 THE EXECUTIVE OFFICER OF VOCATIONAL EDUCATION AND THE MONTANA
ADVISORY COUNCIL FOR VOCATIONAL EDUCATION SHALL COOPERATE IN
VOCATIONAL EDUCATION EVALUATION.

503.1 The Executive Officer shall solicit program evaluation
advice and help from the Montana Advisory Council for
Vocational Education.

APPENDIX B

MEMBERS OF THE
MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

CHAIRMAN:

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Montana Livestock Cooperative
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Phone: Work 761-7174

VICE CHAIRMAN:

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Bob Donaldson
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Bill Korizek, Director
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Dick Draper
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Division
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PARENTS HOME:
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Sun River, MT 59483

William A. Ball, Executive Director
Room 217 - National Guard Armory
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Helena, MT 59601
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APPENDIX C

MONTANA BOARD OF PUBLIC EDUCATION

<u>Name</u>	<u>Home Address and Telephone Number</u>
Thomas L. Judge Governor, State of Montana (ex officio member)	2 Carson Helena, Montana 59601
Georgia Rice Superintendent of Public Instruction (ex officio member)	P.O. Box 947 Helena, Montana 59601
Dr. Lawrence K. Pettit Commissioner of Higher Education (ex officio member)	109 South Montana Avenue Helena, Montana 59601 442-9637
Earl Barlow	P.O. Box 216 Browning, Montana 59417 338-7497
George A. Johnson	2734 Dawn Drive Great Falls, Montana 59401 453-1519
Carolyn Frojen	235 East Beckwith Missoula, Montana 59801 543-6228
Allen D. Gunderson	P.O. Box 926 Billings, Montana 59102 656-5347
Marjorie W. King	P.O. Box 177 Winnett, Montana 59087 429-7831
Harriett C. Meloy	1317 Ninth Avenue Helena, Montana 59601 442-8112
Enid O'Leary	Star Route 36, Box 12 Havre, Montana 59501 265-2365
Peggy Worden Student Representative Sentinel High School	208 Pattee Canyon Drive Missoula, Montana 59801

MONTANA ADVISORY COUNCIL RECOMMENDATIONS

AS ADOPTED AT THE JUNE 10, 1978 COUNCIL MEETING.

It is the recommendation of the council that the timeline for development of the State Plan be moved up so that the final draft of the Plan is sent out about a month prior to the date of the public hearings.

The Council would also recommend that the recommendation made at the public hearing involving the inclusion of career education in the state plan not be concurred in by the Board since we feel this will lead to confusion by all concerned.

The Advisory Council recommends that the information on page 87 of the Third Draft regarding the projection of disadvantaged students to be served during fiscal year 1979 be more clearly stated and clarified.

AS WRITTEN INTO THE ADVISORY COUNCIL'S 8TH ANNUAL EVALUATION REPORT ADOPTED DECEMBER 1977.

Evidence from this survey indicates that a substantial number of the members of vocational education advisory committees in the state may be unsure or uninformed about what is expected of such committees and how they can operate most effectively. There is also evidence that there may be a fairly wide variation in the degree to which advisory committees are utilized by those who appointed them, and the extent to which the knowledge and experience represented by their membership is brought to bear on the problems of vocational education. This indicates a need for bringing up the level of the less effective committees to that of the ones operating most successfully. Assistance might be provided by the Board of Public Education, the Office of Public Instruction, the State Vocational Education Advisory Council, or all three, in the form of suggestions and guidelines for the committees based on successful experiences of others. It could also take the form of assistance to school boards and administrators on ways of making the best use of advisory committees in planning and carrying on their vocational education programs.

It was pointed out that on a number of statements in this survey, discrepancies appeared between the responses of committee members and administrators and board members. In some cases, this indicates differences of opinions which might be resolved by better communication between the groups. In other cases, however, the differences were in knowledge of matters of fact, some of which had to do with activities of the advisory committees. In cases where administrators and boards of education are not well informed about what their advisory committees are doing, then perhaps, as suggested by statement #29 in the survey, time should be allotted more frequently for advisory committees to report to school boards.

MONTANA ADVISORY COUNCIL RECOMMENDATIONS (CONT.)

There was a substantial difference between what the respondents regarded as important or desirable, and what they reported actually happens. It is not enough merely to point out the obvious and urge them to do better. It may be that the gap between "what is" and what is felt "should be" can be narrowed by first calling attention to the discrepancy and learning the causes; and second, by the sharing of suggestions on how effective advisory committees are operating and the factors that make them successful.

It has been suggested that indications from this survey as well as other evidence leads us to believe that some advisory committees are being all but ignored once they have been created. Even in the relatively small sample reached by this survey, there were those who spoke of committees that seldom met, of advisory councils with no advice asked or given and council members unaware of their appointment. As specified in P. L. 94-482, the membership of local advisory councils is designed to include a range of familiarity and experience in the "world of work" found in only rare occasions in administrative staffs and district school boards. It is hardly necessary to point out that when advisory councils are not utilized to their full potential, there is great loss of the benefits of experience and expertise. As stated by Sam Burt in his paper for the National Advisory Committee on Vocational Education, If You Want Me To Serve On A School Advisory Committee, "A poorly used committee is worse than no committee at all." It represents wasted opportunity for strengthening vocational education through the involvement of lay citizens with interest, skill and knowledge ready to be tapped.

APPENDIX E

SUMMARY OF VIEWS EXPRESSED
AT THE
PUBLIC HEARINGS

The following recommendations were expressed at the Public Hearings held on the Annual Plan for Fiscal Year 1979. The State Board of Public Education has responded to each recommendation, and those actions and responses are outlined below:

1. RECOMMENDATION

Page 51: "Postsecondary enrollments" includes vocational and academic enrollments thereby misleading in reporting of total students in a vocational education state plan for 1979. Corrective suggestion: list those of this total population as either vocational or academic students as separate parts of a total population of postsecondary students in Montana; add category for postsecondary vocational education students.

RESPONSE

The postsecondary enrollments depicted in Table I are intended to provide statistical data for the entire state. Enrollments by categories (i.e. centers, acult, etc.) are included in Tables IV through X.

2. RECOMMENDATION

The Vo-Ed State Plan apparently does not include a reference to career education. This concerns me as the OPI approach to career education is one of curriculum infusion based on our views of career education as an idea rather than a program or course and is centered around the theme of "relating the academics to the world outside the classroom." Thus, all educational programs and academic areas rightly have ownership of career education.

RESPONSE

While the State Board of Public Education supports the concept of career education, it is currently not included in the Board taxonomy of approvable vocational education programs and is not included in the Annual Plan.

3. RECOMMENDATION

Under "Projected Future Job Needs," the figures seem to be low especially in relationship to the needs of the tribes on the Indian reservations. As an example, on the Northern Cheyenne Reservation there is no training for the occupation of body and fender repair. However, there could be a need of ten or more on just this one reservation. When you consider the other reservations, that seems to be a very low figure. And, it is the same way with other occupations. This reflects the lack of communication between the state agencies and the Indian tribes.

RESPONSE

Manpower data continues to be a problem area in Montana. The Board of Public Education has endeavored to provide improved manpower data through research grants to the Montana Bureau of Labor Statistics. The newly formed SOICC is now charged with providing this information. Additionally, the OPI and reservation agencies are actively seeking to improve communication and program services with reservations as evidenced by inclusion of reservation data in the Annual Plan (Figure 16, Table I, etc.).

4. RECOMMENDATION

What I recommend to the vocational education division is that you include in your requests for support to both federal and state sources, and in your current plan, a comprehensive planning and forecasting system. This system should be available for local educational agencies and organizations. It is imperative, if OPI is going to be effective in the field, that the districts be able to accurately state their requests and identify their needs.

RESPONSE

A comprehensive planning and forecasting system would indeed be a desirable and welcome addition to the Office of Public Instruction's services to schools. Unfortunately, budget limitations do not make such a service feasible at this time, hence the recommendation is rejected.

5. RECOMMENDATION

The last paragraph on page 51 indicates postsecondary enrollments in vocational education in Montana at both the vocational-technical center and college level will remain relatively steady during the five-year planning period. I agree that this may be the case; however, I think it should

be pointed out the reason for the steady enrollment will be budget limitations. Waiting lists and placement records indicate there is a definite need for expansion of the enrollment levels at the centers. I feel it is important to identify this need to legislators and others who may read the 1979 Plan.

RESPONSE

The State Board agrees with the comment, but the FY 1979 State Plan is not intended as a legislative document. The State Board's biennium budget request will address this need to the Legislature. The recommendation is rejected at this time.

6. RECOMMENDATION

The fact that center and adult enrollments are reported together throughout the Plan may cause some confusion. I realize the federal definition of postsecondary and adult programs is rather vague; however, most people who read the Plan will consider any enrollee beyond the twelfth grade level as postsecondary. If we must categorize programs at the center level as adult programs a differentiation should be made between short-term adult enrollees and full-time center enrollees. As an example, enrollments in welding programs are grossly over-inflated when short-term adult enrollees are included in the total. To the casual reader, it would appear that we are training a vast over-supply of welders when in fact this is not the case. Most of the short-term adult enrollees are attending for personal or other reasons, not to obtain entry-level skills.

Also, the terms "postsecondary" and "adult" are used interchangeably throughout the Plan when reference is made to the centers. One definition should be decided upon and it should be consistent throughout the Plan.

RESPONSE

The current definition of adult is specified by P.L. 94-482. Enrollments in the current State Plan do differentiate between center enrollments and other adult programs. The recommendation is accepted and included in Tables IV - X.

7. RECOMMENDATION

The Plan speaks to standardization of budgeting and reporting systems at the five vocational-technical centers. Specific reference is made to the "Master Plan for Postsecondary Vocational-Technical Centers." Minimum and maximum percentages have been established for each of the budgeted areas in the centers. While I agree it was necessary to have a starting point to bring standardization to the centers, I do not feel a straight percentage method of doing so is satisfactory.

It would appear a more appropriate method might be to determine what services should be offered at each center and then establish a minimum and maximum staff FTE ratio based upon student enrollment to accomplish these predetermined services. A center which offers a very limited student services program should certainly not be allowed to expend seven percent of their total budget on this activity while a center that offers a full range of student services activities (example: total student financial aid, full-time placement, and extensive guidance and counseling services) may not be able to accomplish the same within the seven percent budget limitation.

A final concern in this regard is that a Multi-Media Resource Center is generally considered essential to instruction. It would appear most appropriate to increase the minimum percent required for instruction and to include the Multi-Media Resource Center in the area of instruction. It is difficult to imagine instruction without multi-media.

RESPONSE

The State Board is always seeking to provide quality instruction through the postsecondary centers. The percentage requirements of center budgets currently specified by Board policy are subject to review and modification at such time as the Board determines that such changes are warranted and justified. The recommended changes are not included in the Annual State Plan.

APPENDIX F

DIRECTORY
DEPARTMENT OF VOCATIONAL AND OCCUPATIONAL SERVICES

<u>Name</u>	<u>Title</u>	<u>Specific Area(s) of Responsibility</u>	<u>Address</u>	<u>Telephone</u>
Larry Key	Administrator/Director	Departmental & Secondary Program Administration and State Administrator of the State's Post-secondary Vocational Technical Centers	State Capitol	449-3126
Larry Johnson	Manager	Secondary Programs, Research Coordinating and Planning EPDA Fellowships, State Plan	State Capitol	449-2087
Betty Lou Hoffman	Manager	Field Services, Evaluation, Teacher Training	State Capitol	449-3126
Leonard Lombardi	Consultant	Agriculture Education and FFA	State Capitol	449-3126
Bill Fife	Consultant	Business and Office Education and OEA	State Capitol	449-2087
Vacant	Consultant	Health Occupations Education	State Capitol	449-2087
Vacant	Consultant	Consumer and Homemaking Education and Wage Earning Home Economics; FHA and HERO	State Capitol	449-2087
Jeff Wulf	Consultant	Trade and Industrial Education, Technical Education and VICA	State Capitol	449-2087
Gary Bores	Consultant	Marketing and Distributive Education, Cooperative Education and DECA	State Capitol	449-2087

DIRECTORY
 DEPARTMENT OF VOCATIONAL AND OCCUPATIONAL SERVICES
 (continued)

<u>Name</u>	<u>Title</u>	<u>Specific Area(s) of Responsibility</u>	<u>Address</u>	<u>Telephone</u>
Jim Golden	Consultant	Special Needs (Disadvantaged and Handicapped), Exemplary Programs	State Capitol	449-2087
Sara (Sally) Moore	Consultant	Human Potential Development Consultant, Displaced Homemakers	State Capitol	449-2087
Montez Briggs	Vocational Guidance Assistant	Project VIEW (Vital Information for Education and Work)	State Capitol	449-2087
Neal Christensen	Consultant	Vocational Guidance and Counseling	State Capitol	449-2080

APPENDIX G

Postsecondary Vocational Technical Centers

Master Plan for Standardization

During the 45th legislative session it became quite apparent that the postsecondary Centers did not have a standardized system, which made comparison between the Centers almost impossible.

As the new State Administrator and Director of Postsecondary Vocational Education, I was given the assignment and responsibility of developing and implementing a system of standardization for the five (5) vocational technical Centers. The following is a brief outline of the "master plan" for standardization at the postsecondary Centers.

1. Standardize budgeting system. (completed)

A new budgeting system was developed around Board of Public Education approved programs. The Centers will submit a local program application and needs assessment on all programs in which they are requesting vocational funds from the Board of Public Education.

2. Standardize accounting and reporting system. (under development)

A new accounting system is being developed by the Office of Public Instruction staff and Northwest LEB. The new system will use the Board of Public Education approved list of programs as the key to the system. Only those approved programs will be considered for funding. Also, all enterprise, special federal (CETA) or miscellaneous funds will be reported and accounted for with the new accounting system.

3. Standardize system of determining FTE for administrators, instructors, support staff and students. (completed)

Once the system is completed, all FTE at the Centers will be calculated the same and each Center can then be compared to the others by FTE.

4. Standardize programs and program options. (completed)

The new list of programs and program options was presented to the Board of Public Education during their September meeting and was approved. No new programs or program options will be added to the list without Board approval.

5. Standardize vocational courses. "State curriculum guide".
(under development)

All courses offered in identical or similar programs will be standardized. This will include course number, name, and description and a range of contact hours in program and course.

6. Standardize program needs assessment and evaluation instrument.

A standardized program needs assessment instrument will be developed in consultation with the five Centers. Once completed, the instrument will carry the endorsement of the Office of Public Instruction and the Board of Public Education and will be used by both the state and the vocational technical Centers to justify current, expanded and new programs.

7. Standardize student reporting and follow-up system.

A new student reporting and follow-up system is being developed using the federal reporting forms as the guide.

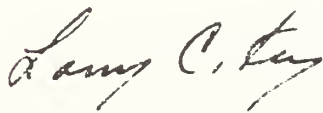
8. Standardize system for figuring student contact hours. (under development)

A new and standardized system for figuring student contact hours is being developed so one Center's generated contact hours can be compared to another's.

9. Standardize system for equipment inventory.

10. Standardize Center catalogs or bulletins.

After the complete system of standardization is developed and instrumented, only then will we be able to review the system to see where the real needs are for future vocational programming. It's my opinion that we are at least a year away from a total standardized system.



Larry C. Key, Ed.D.
Administrator/Director
Postsecondary Vocational Education

APPENDIX H

April 10, 1978

To: Georgia Rice, Superintendent
From: Larry Johnson, Manager
Re: Master Plan for Secondary Vocational Education

The Secondary Master Plan is being developed after critical consideration of the following assumptions:

1. There is no consistent operational definition or philosophy for secondary vocational education programs recognized either by the state staff, Board of Public Education, Montana Advisory Council for Vocational Education, or local administrators.
2. Current application and reimbursement requirements, policies, and procedures are not responsive to local needs nor are they cost effective for local education agencies.
3. Current fiscal accounting procedures within the Office of Public Instruction cannot at this time adequately provide legislative retrieval requirements. This lack of timely accurate data has led to many accountability and credibility problems with users of this data.
4. PL 94-482 has mandated a tremendous additional workload on present staff but has not provided additional resources commensurate with this mandate.
5. The present funding procedures do not achieve the expenditure accountability desired by legislators.

The previous list of assumptions is by no means exhaustive, but does provide indications of specific needs for vocational education. The following activities are proposed as parts of a master plan to remedy these conditions:

1. Organization of a task force to develop an operational definition, philosophy, and criteria for approval of secondary vocational, prevocational, and exploratory programs. Implementation of the results of this effort will increase accountability by insuring that approved program's objectives are consistent and appropriate to the program's training intent.

Timeline - (Implementation in FY 1980 State Plan)

Georgia Rice
 April 10, 1978
 Page 2

2. Reduction of paperwork burden of LEAs through simplification of application and reporting procedures. This process will be accomplished by review of federal requirements and other states' reporting and application procedures. The major objective will be to develop simplified processes for securing required information in a timely, accurate manner and consistent with data processing capabilities.

Timeline - (Fall 1978 and continuing thereafter)

3. Development of a fiscal accounting procedure that provides timely, accurate information and is reconcilable to the Statewide Budgeting and Accounting System. Implementation of this system will provide improved internal control of funds and legislative accountability.

Timeline - (July 1, 1978)

4. Development of a computerized data base for each project recommended and approved by the Board of Public Education. Current hand retrieval of information is not timely or cost effective. Development of this system will allow rapid, accurate retrieval of information for State Plan development, required federal monitoring, and legislative requirements.

Timeline - (Spring, 1978)

5. Revision of the current evaluation procedure to decrease staff time requirements and still assure compliance with federal requirements.

Timeline -

6. Review and analyze various funding procedures and develop a plan for the future funding of secondary vocational education in Montana that will provide adequate support and accountability.

Timeline - (January 1, 1979)

7. Improve processing of applications and disbursements through formula simplification and increased use of data processing, revision of timelines and work flow procedures. Current application processing procedures were never designed to provide information in the detail and within the timelines that are now required. Implementation of forward funding requires that applications be processed, funds allocated, and schools notified by July of any fiscal year. Additionally, State Plan preparation cannot be completed until information is available by 6-digit OE codes for each program to be offered in the next fiscal year.

Timeline - (June, 1979)

Georgia Rice
April 10, 1978
Page 3

8. Improve communication and coordination with LEAs through the development of a local administrator's handbook for vocational education. The passage of PL 94-482 (Vocational Education Amendments of 1976) has placed state office personnel in the position of trying to anticipate and interpret federal rules and regulations. Application requirements, program policies and procedures, funding, and fiscal accounting have all undergone major changes from previous practices. Local administrators must have one authoritative source of information from which they can operate their vocational education programs. Suggested areas for inclusion are:

- a. Areas of available funding
- b. Application procedures
- c. Evaluation of programs
- d. Fiscal accounting
- e. Board of Public Education Policies
- f. Office of Public Instruction Procedures
- g. Local Advisory Councils

Timeline - (Fall, 1979)

LDJ:jw

APPENDIX A
SELF EVALUATION FOR
VOCATIONAL EDUCATION
Fiscal Year 1978

DUE: May 30, 1978

District No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	Zip Code	School
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1. TYPE OF PROGRAM (check appropriate item)

<input type="checkbox"/>	Agriculture
<input type="checkbox"/>	Distributive
<input type="checkbox"/>	Health Occupations
<input type="checkbox"/>	Consumer and Homemaking
<input type="checkbox"/>	Home Economics Wage Earning
<input type="checkbox"/>	Business and Office

<input type="checkbox"/>	Technical
<input type="checkbox"/>	Trade and Industrial
<input type="checkbox"/>	Cooperative
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

2. LEVEL OF PROGRAM Secondary Postsecondary Adult

3. This data collection is required in accordance with the Vocational Education Amendment of Public Law 94-482 and the Montana State Plan for Vocational Education.

4. DIRECTIONS

- The self evaluation should be completed by the instructor(s) for each approved vocational program in the school district.
- Advisory Committee members should be encouraged to assist the instructor(s) in the self evaluation.
- Written comments following each item are encouraged.
- A rating of five (5) on an item indicates excellence and a zero (0) indicates nonexistence of any criteria to base judgement. Circle the rating that best describes your program.
- The original of each program evaluation should be submitted to the Manager of Field Services, Department of Vocational and Occupational Services, Office of Public Instruction, Helena 59601. The carbon copies should be kept in your files.

ASSESSMENT
(Circle One)

COMMENTS

1. The program advisory committee has		
a. written duties and responsibilities.	5 4 3 2 1 0	
b. minutes on file.	5 4 3 2 1 0	
c. assisted with program development and evaluation.	5 4 3 2 1 0	
d. includes a representation of both sexes.	5 4 3 2 1 0	
2. Efforts are made to encourage students of both sexes to participate in the program.	5 4 3 2 1 0	
3. Progress is being made to assure that sex bias/sex stereotyping is being eliminated from instructional and curricular material.	5 4 3 2 1 0	
4. Community resource persons who work in non-traditional occupations are utilized in class presentations.	5 4 3 2 1 0	
5. The instructor		
- is certified.	5 4 3 2 1 0	
- is an active member of vocational education related professional organizations.	5 4 3 2 1 0	
- keeps updated by attending workshops and seminars.	5 4 3 2 1 0	
6. Curriculum is organized around knowledge and skills for the occupation.	5 4 3 2 1 0	
7. Written measurable objectives are on file in the department.	5 4 3 2 1 0	

SCHOOL _____

check one:

☐ Ag ☐ DE ☐ Health ☐ Con. Hmkg. ☐ (C)
☐ WE Hmkg. ☐ B & O ☐ Tech ☐ T & I

	ASSESSMENT (Circle One)	COMMENTS
8. Field trips and community resources are used to enrich the instruction.	5 4 3 2 1 0	
9. The school assists with job placement of students irrespective of sex.	5 4 3 2 1 0	
10. Program objectives are realistic in terms of pupil needs and employment opportunities.	5 4 3 2 1 0	
11. Adequate funds are budgeted for supplies, equipment and travel.	5 4 3 2 1 0	
12. Facilities are adequate and accommodate both sexes.	5 4 3 2 1 0	
13. Equipment is adequate and up-to-date.	5 4 3 2 1 0	
14. A vocational student organization is an integral part of the instructional program.	5 4 3 2 1 0	
15. Students with special needs are identified and adequately provided for.	5 4 3 2 1 0	
16. Program evaluation is consistent with the school established vocational education philosophy and goals and job placement.	5 4 3 2 1 0	
17. Student evaluation is consistent with the program objectives and readiness for employment in the occupational area.	5 4 3 2 1 0	
18. There is a planned follow-up system of students completing the program that includes employer satisfaction.	5 4 3 2 1 0	
19. The results of evaluation and follow-up are used as a basis to revise and improve the program.	5 4 3 2 1 0	
20. Cooperative work experience provides equal experience irrespective of sex.	5 4 3 2 1 0	

(Signed) _____

Program Instructor Who Has Completed This Form

Date _____

(Signed) _____

School Administrator

Date _____



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

May 24, 1978

To: . Board of Public Education

From: Larry D. Johnson, Manager
Program Development and Planning

Re: Proposal for the Forward Funding of Secondary Programs as Per
Board of Public Education's Directive

The procedure for the funding of secondary vocational education programs outlined below is brought to the Board for consideration and action. Prior to your consideration of the proposed funding procedure, I would like to outline what I feel are problems with the current method of funding:

1. Funds are not available to schools for use until after the fiscal year is completed. This does not provide accountability in the use of vo-ed funds.
2. Currently required supporting documentation of expenditures must be collected May 15 to allow for processing by June 30. Most districts of Montana are purchasing supplies and equipment during this time; consequently, neither the schools nor the State receives credit for these expenditures.
3. The period of May 15 to June 30 in which expenditures are not counted represents 17% of the total budget of the program for the year. This means that the local and total state maintenance of effort reported to the USOE is only 80-85% correct.
4. The cost to the LEAs to prepare the expenditure report with supporting documentation is unnecessary and not cost effective.
5. There are not sufficient state staff available to desk audit supporting documentation nor is this a necessary activity for the total state office staff.

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6. Programs to be operated with set-aside funding (disadvantaged, handicapped, Section 130, etc.) must borrow from other school accounts until such time as reimbursements arrive. This places local district officials in an awkward position during audits. This also means that federal funds reimbursing those projects are not actually used until the next fiscal year, whether the LEA continues the program next year or terminates the program.

Implementation of forward funding and certified expenditure reporting will:

1. Place funds into the approved programs at the start of the school year. These funds then become a part of the local operational budget for the year.
2. The expenditure of state funds at the onset of the year eliminates the need to collect expenditure reports by May 15 for processing. We may then collect data for the entire school year without the loss of the state appropriation.
3. End of year expenditure reports will be prepared by LEAs and submitted to OPI for processing (July 1, 1979). Certified expenditure reports will result in a cost saving to the local district and the state through decreased preparation and processing.

Proposed Funding Procedure for Secondary Vocational Programs (Implementation FY 79)

Implementation of this procedure is contingent on Board of Public Education approval and development of accounting guidelines for LEAs.

1. Once the State Board has approved the projects for FY 79 and the proposed procedure, the Office of Public Instruction will begin development of accounting guidelines for LEAs. (Projected completion - August 1978.)
2. Formula allocation to LEAs will be computed and entered into SBAS (Statewide Budgeting and Accounting System). Subject to approval of the State Plan and completion of accounting guidelines, checks will be authorized and transmitted for the full reimbursement to each LEA.
3. OPI accountant will review expenditure reports against approved budgets. LEAs expending at approved budgeted amounts will be finalized and their file closed. LEAs which have underexpended their approved budget will have the formula reapplied based on their actual expenditures and the amount due the state will be determined.

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4. Programs owing monies to the state will have those funds (FY 79) reallocated for the next fiscal year (FY 80). The FY 80 allocation will be reduced correspondingly. Programs not reapplying for funding the succeeding year would refund the state's share of the previous year's budget.
5. Letters would accompany that year's funding identifying approved budget, that year's allocation, and any monies being reappropriated to the LEA.
6. Cycle would become continuous each year thereafter.

It is further proposed that forward funding for set-aside projects be authorized on a quarterly basis subject to availability of funds, quarterly accounting, and submitted request for funds.

LDJ:jw

cc: Georgia Rice, Superintendent

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena 59601	PROPOSAL FOR RELATED VOCATIONAL EDUCATION PROGRAMS AND SERVICES	Project Number (State use only)
Due: April 18, 1977		

Directions:

1. This proposal should be used for the following programs and services: Research, Exemplary and Innovative, Curriculum Development, Vocational Guidance, Vocational Education Personnel Development, Support Services and Vocational Teacher Training.
2. This proposal should be developed by the administrative and instructional staffs with the advice of the local advisory council and relate to your Local Plan for Vocational Education (F3025).
3. District superintendent submit two copies to the Assistant Superintendent/Director for Vocational and Occupational Services, Office of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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I. TYPE OF PROGRAM AND/OR SERVICE

<input type="checkbox"/>	Research
<input type="checkbox"/>	Exemplary and Innovative
<input type="checkbox"/>	Curriculum Development
<input type="checkbox"/>	Teacher Training

<input type="checkbox"/>	Vocational Guidance
<input type="checkbox"/>	Vo-Ed Personnel Development
<input type="checkbox"/>	Support Services

II. LEVEL OF PROGRAM (if applicable)

☐ Secondary ☐ Postsecondary ☐ Adult ☐ Teacher Training

III. TITLE OF PROGRAM

IV. PROGRAM INFORMATION (Use the following outline in writing a narrative to communicate the purpose and describe the operation of the program.)

A. Objectives

Describe the specific objectives to be achieved in this program. These objectives should be sharply defined, clearly stated, capable of being attained by the proposed procedures and capable of being measured.

B. Activities and Procedures

Outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished. Describe any unusual features of the project, such as technological innovations, reductions in cost or time, or extraordinary social and community involvement. Provide quantitative quarterly projections of the accomplishments to be achieved, when applicable, or list them in chronological order to show the schedule of accomplishments and their target dates.

C. Participants

Estimated number of participants in this program. If the program is designed to meet the needs of target groups, please identify these groups.

Describe provisions made for participation of students from non-profit private schools. How many of these students will be served in this program?

D. Coordination

Describe coordination of this program with other vocational education programs, academic programs, and other related programs, both in school and out.

E. Advisory Council

Provide a list of the members of the advisory council for this program, including name, occupation, home address and telephone number, if it is different than the total vocational advisory council listed on the Local Plan. Describe how the advisory council and other groups (if applicable) are used in determining the need and relevancy of this program.

F. Evaluation

Describe the methods of evaluation you will employ, if other than that described in your Local Plan.

G. Facilities and Equipment

Describe the location, description and adequacy of facilities and equipment to be utilized for this program. Describe any special equipment, physical facilities and similar advantages available to the applicant agency which would aid in the conduct of the program.

H. Personnel

Provide the following information regarding each professional person who will be participating in this project (such as project director, instructor, teacher aide, etc.).

1. Name
2. Duties for this project
3. Proposed time commitment to this project (percent of total time)
4. Proposed time commitment to other projects--specify (percent of total time)
5. Complete Form Fl703 (authorization of Vocational Education Personnel)

I. Dissemination of Results

Describe the plan for statewide dissemination of results of this project. Results of the project must be submitted to the Department of Vocational and Occupational Services within 45 days of the completion date of the project.

J. Estimated Budget

Use the forms provided to submit an estimated budget for the program.

K. Additional Information (Research Only)

The applicant must demonstrate a reasonable probability that the project will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of such project.

L. Additional Information (Exemplary/Innovative Only)

Priority shall be given to programs designed to reduce sex stereotyping in vocational education. Please indicate, for the final funding year of your project, the proposed disposition of the program following the cessation of Federal support and the means by which the program, if successful, will be continued and expanded.

M. Additional Information (Curriculum Development Only)

The applicant must demonstrate a reasonable probability that the project will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination date of such project.

N. Additional Information (Teacher Training Only)

1. Please provide an assurance that funds received by the institution will be deposited in a fund allowing expenditures only when authorized by the department submitting the proposal.
2. After you are notified of approval of tentative budget figures you will be asked to submit a detailed budget specifying expenditures and activities.
3. In reference to Part H, funding will be approved only for professional courses and activities that are required for teacher trainees. Basic skill courses and administrative time will not be approved. Attach teaching schedule.
4. Please estimate for the year (1) the number of preservice enrollees, by class, and average number of clock hours of training received, (2) the number of graduates who will enter the teaching profession, and (3) the number of teachers receiving inservice training.
5. Please refer to the "Guidelines for Teacher Education Programs".

V. AUTHORIZATION

The assurances contained in the Local Plan for Vocational Education (F3025) are applicable for this program.

(Signed) _____
District Superintendent

_____ Date

(Signed) _____
Program Instructor

_____ Date

1. 2001 figures to be used in this budget.

2. On Item 08-01-0212 show only the salary of instructors applicable to this project.

Budget Items	Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for reimbursement
ADMINISTRATION		
08-01-0111 Administrative salaries		
08-01-0150 Other expenses		
TOTAL ADMINISTRATION		
INSTRUCTION		
08-01-0211 Supervisors' salaries		
08-01-1212 Instructors' salaries		
08-01-0213 Clerical salaries		
08-01-0232 Instructional supplies		
08-01-0233 Instructional minor equipment*		
08-01-0251 Other supervisory expenses		
08-01-0252 Other instructional expenses		
08-01-0253 Instructional travel expenses		
08-01-0285 Consultants' fees		
08-01-0288 Consultants' travel		
08-01-0289 Other consultants' expenses		
TOTAL INSTRUCTION		
SUPPORTIVE SERVICES		
08-01-0411 Guidance salaries		
08-01-0413 Clerical salaries		
08-01-0458 Guidance travel expenses		
08-01-0459 Other guidance expenses		
TOTAL SUPPORTIVE SERVICES		
MAINTENANCE OF PLANT		
08-01-0734 Inst. equipment maintenance and repair		
TOTAL MAINTENANCE OF PLANT		
OTHER CURRENT CHARGES		
08-01-1021 Social Security		
08-01-1022 Teachers' retirement		
08-01-1023 Public employees' retirement		
08-01-1024 Unemployment compensation		
08-01-1050 Rental of lands and buildings		
08-01-1051 Insurance		
08-01-1059 Other expenses (specify)		
TOTAL OTHER CURRENT CHARGES		
CAPITAL OUTLAY		
08-01-1164 Instructional major equipment**		
TOTAL CAPITAL OUTLAY		
GRAND TOTAL		

*Expenditures for all instructional equipment having a unit cost of less than \$300.

**Expenditures for all instructional equipment having a unit cost of \$300 or more. See page 4 for Itemized List of Major Instructional Equipment.

APPENDIX L

COORDINATION BETWEEN CETA TITLE I (INSTITUTIONAL TRAINING)
AND VOCATIONAL EDUCATION

Vocational Education and the Comprehensive Employment and Training Act of 1973 (as amended);

Institutional training for jobs is the charge specified in the subgrants between the Governor's Employment and Training Council and the State Board of Public Education. The training is brought about by the utilization of funds from two sources under Title I of this Act.

The first source is used for vocational training in established training institutions of predetermined quality; namely, the five area vocational technical schools, the three community colleges, the various Indian sponsored vocational schools on the Indian reservations and in the licensed proprietary schools.

The second source of funding is from an earmarked grant specified in the Act as the 5% special grant to the Governor. The Governor provides these funds to the legally responsible office for vocational education. In Montana, this responsible office is the Board of Public Education (Board for Vocational Education) and is administered through the legally designated administrator, the Superintendent of Public Instruction.

The 5% funds in Montana have been used for administration, services, prevocational and basic education. Plans for fiscal year 1979 will have the 5% special grant funds used to prepare people for skill training through academic upgrading and orientation to the world of work.

Coordination of CETA, vocational education and other manpower training programs in Montana is accomplished through a variety of methods. The Office of Public Instruction is represented with voting membership on the Governor's Employment and Training Council, the Manpower Services Council and the Operations Committee, and reviews all programs operated through CETA funding. A member of the Governor's Employment and Training Council has membership on the State Advisory Council for Vocational Education and State Planning Council for Vocational Education and reviews programs to be sponsored by vocational education funds. Additionally, at the state level Montana is implementing a centralized student accounting system that will include enrollment, completion and followup of all students trained through programs funded by CETA and vocational

education. This system will provide uniform student accounting which will eliminate duplicate student counts and provide for increased fiscal and program accountability.

At the local level coordination of CETA, vocational education and other manpower programs is facilitated through joint local operations committees which meet weekly to review programs to be operated in the area of the state they serve. Additionally, all applications for vocational education assistance must provide a description of methods used to coordinate the programs being planned with other manpower training programs in the area to be served.

OBJECTIVE: COORDINATION OF SPECIAL EDUCATION AND VOCATIONAL
EDUCATION FUNCTIONS IN THE OFFICE OF PUBLIC
INSTRUCTION IN DELIVERING SERVICES TO LEARNERS
WITH SPECIAL VOCATIONAL NEEDS.

MODEL FOR COORDINATING OFFICE OF PUBLIC INSTRUCTION UNITS

The following procedures will be coordinated between the Department of Vocational and Occupational Services and the Special Education Unit regarding programs for the handicapped in accordance with P.L. 94-142, "The Education of All Handicapped Childrens Act," and P.L. 94-482, "Education Amendments of 1976."

